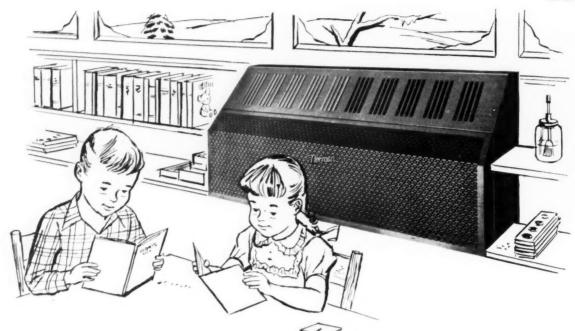
School Executive

DECEMBER 1953



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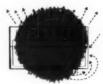
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The School Executive

DECEMBER 1953

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Preview for January

THE JANUARY, 1954, issue of THE SCHOOL EXECUTIVE is going to be different. We believe it is the most important single issue we have ever done. It has been an adventure to produce it. The entire issue is devoted to a review of important events and happenings in the field of school administration in

1953. More than a year has been devoted to its planning and production.

In this issue, we present School Administration in 1953 as seen through the eyes and views of more than twenty important personalities in education today. Their views of school administration in 1953 are exciting and important. Their interpretations of what 1953 activities indicate for the future will cause all of us to pause and consider. The names of those who have cooperated with us in producing this issue will be recognized as virtually a Who's Who in American education.

If you agree with us that the issue is as important as we think it is, we will undertake in each succeeding

January issue to report on school administration during the preceding year. Thus through the years an important history of school administration will unfold. We urgently solicit your reactions to this issue after you have had the opportunity to read it.

Sincerely,

Walter D. Cocking, Editor

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By Walter D. Cocking

The U.S. Office of Education

Schools developed in America largely as local institutions while at the same time they were considered the legal responsibility of the several states. Notwithstanding, education has also been accepted as a matter of considerable concern at the Federal level.

Verbally, at least, it has been understood that education—or the lack of it—does not recognize state or local boundaries, and that it does affect commerce, standards of living and the quality of democracy found and practiced throughout the country. Yet the Federal government has done little to affect its concern for schools and the kinds and quality of education. It is true that from time to time it has authorized small appropriations for special educational purposes, such as funds for land grant colleges and vocational education and aid to Federally-impacted areas.

The U. S. Office of Education also was established as a small central agency which supposedly would represent the Federal government in educational matters. Something of this office's standing and the small estate it enjoys are found in the frequent organizational shifts of the Office from one major agency to another and in the inadequate appropriations made for its work.

It is true that frequent government-sponsored commissions have studied the place and function of education in Federal affairs. Congress has debated long and loudly on educational matters and the government's concern for them. And now in recent months it has authorized Congressional investigations of the work of educational institutions and teachers with respect to alleged un-American activities. Also, in times of great national emergencies, education and schools have received special attention and recognition as basic to the preservation and development of the nation's welfare. Major political party platforms have usually contained platitudinous sentiments regarding the importance of education and the need for more attention from the Federal government. However, little has come from all the froth and fuming in terms of direct aid to the schools, relative to the concern expressed.

N ACTUAL practices and under the terms of the acts creating the Office of Education, major efforts of the Office in past years have been devoted to gathering facts (though tardily) about schools, and then reporting them to Congress and to the public. Undoubtedly this has been a necessary task which should be continued and considerably improved.

Also, the Office has endeavored to be of service to the states and in some cases to local institutions. Such efforts have been expressed through surveys, personal consultative services and the like. The number and quality of such services, however, have been low because of the lack of funds, shortage of qualified personnel, and objections "from above" (usually the Bureau of the Budget) regarding the legal sanctions for services of this kind.

In fact, in recent months it has been suggested in official memoranda that Office of Education personnel should stay close to their agency offices and reduce their travel to states and institutions—as indeed they must when one takes a look at the infinitesimal budget allotted to travel. Thus the service activities of the Office are strictly limited to the kinds which can be carried on from afar. In education, activities from afar are dubious at best.

In addition, the Office has been designated in certain Congressional Acts to administer the terms of the law. One example is the administration and disbursement of Federal funds to the land grant colleges. In toto such provisions have been few as in right they should be.

A S I SEE IT, there is one other function permitted to the Office of Education which needs to be developed and extended greatly. It can be called its *leadership* function. In the complex social and economic network which is America today, there is the continuing need at the national level for outstanding educational leadership.

We need, it seems to me, personnel in the Office of Education who can view, analyze, and present America's needs for education so clearly and vividly that all who run may read. We need personnel in the Office of such professional standing that what they say and do will receive considered attention from politicians, leaders of industry, agriculture and education, and the rank and file of citizens. We need personnel in the Office who will create the situations from which will emerge considered plans for education's fuller role in America's future.

Are these hopes too high if education really is a concern of the Federal government? If education and its institutions are basic to a democratic way of life, isn't it high time that they receive the recognition they deserve and thus provide the leadership services the country needs.

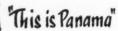
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KEYNOTES

comments on the educational scene

Samuel Brownell is Commissioner

THE RESIGNATION of Earl McGrath and the untimely death of Lee Thurston after only two months in office left the U. S. Office of Education in turmoil. What would and could happen next! However, a splendid solution of the problem was found. Dr. Samuel Brownell, professor of educational administration at Yale and also president of New Haven State Teachers College, accepted the Commissionership.

He took office November 15 subject to confirmation by the Senate. Brownell's appointment will reawaken confidence in the Office, for he brings to his new task a splendid and fruitful experience in public education. School administrators will support him in his work-They know he will not let them down.

Income Taxes on Teachers' Incomes

RECENTLY a school librarian who appealed to the Tax Court on the question of deducting summer school expenses got a reversal against disallowance. A service was thus rendered all her fellow-workers.

When paying their income taxes, teachers, like many other good citizens, may not have access to court decisions affecting permissible deductions. The teacher accepts the responsibility for paying income taxes but wants fairness to the taxpayer as well as to the government to be the criterion.

Teachers want assurance whether convention expenses, personal library depreciation, cost of supplementary supplies provided from their own funds, summer school expenses and like costs are deductible before taxes are figured. The teacher's peace of mind would benefit from a study of the memorandums prepared specifically for this purpose by the Research Division of the National Education Association. This is just another illustration of the care which this professional organization gives to the problems of its members.

Supervision by "Wire-Tapping"

NEWSPAPERS RECENTLY CARRIED this United Press dispatch under a city dateline:

"Teachers here say it's not the fear of sudden announcements over a new loudspeaker system in their classrooms that will make them nervous next fall. They say they'll be self-conscious because they'll never know when the principal is listening in over the two-way system."

Such "wire tapping" for any purpose is certainly to be deplored. First, it is un-American. There may be other nations in which a defense of this practice could be concocted. Second, it is unprofessional. No schoolman could enjoy such a Machievellian role. Third, it is destructive of morale. It results in fear, gnawing, destructive fear in both teacher and children.

There certainly "ought to be a law", if the rights of human beings cannot otherwise be protected.

Citizens Committees' Worth

WHAT CAN AND DOES happen when citizens organize to improve their schools was splendidly illustrated recently in the Mt. Kisco, New York, area. Seven communities or school districts were involved. The issue confronting the people was, should they continue as separate districts or form one central district. Problems of finance, buildings, educational program, integrity of local neighborhoods and transportation complicated the issue.

A regional citizens committee representative of all the districts was organized and set to work. The task took two years of strenuous effort. Finally, with the facts in hand and a committee consensus reached, they made a final report to the people in a printed brochure, "The New School Plan." After the people had studied and discussed it, an election on the issue was held. Centralization as recommended by the Committee carried by a seven-to-one majority.

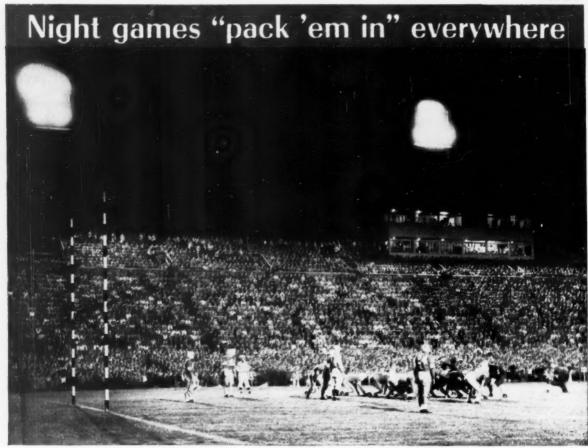
Those who know the area are convinced that had the administrators and school boards advocated the same plan and tried to sell it to the people, it would have been voted down overwhelmingly. Because the citizens studied, planned and acted, they approved by their votes, for it was then their plan-

How Important are School Boards?

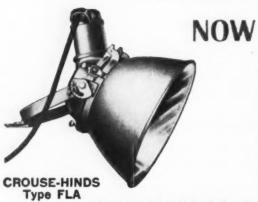
WHEN WE CONSIDER the fact that the policies for the public schools of America are determined by the boards of the respective districts, we must recognize that there is no agency of greater fundamental importance in our communities than the school board.

When we look at the school board situation across the nation, we must admit that the present status is far from ideal. Many citizens have been careless or indifferent about the selection of board members or about the job the board is doing regarding the public schools. Some superintendents have apparently considered the school board a sort of necessary nuisance and have not been willing to take the time to help board members grow in ability to meet their responsibilities.

In spite of such difficulties, school boards have in general responded nobly to their challenge. Many boards



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have done an outstanding job of establishing sound policies and most individual members have devoted long hours to the study of their problems in an effort to assure a constantly improving public school program.

One of the most encouraging developments during the past few years has been the rise of state school board associations and the strengthening of the national association. These organizations, frequently with the cooperation of state universities, administrators' associations, and other groups, have been helping greatly to improve local boards and the work of individual board members. Projects are being carried out to help the citizens of various communities determine and agree upon board member qualifications.

Conferences are being arranged for newly-elected board members to acquaint them with their responsibilities and with desirable methods of board procedure. Studies are being encouraged to determine problems and weaknesses and to provide a better basis for suggesting good practices. Effective efforts are being made to deepen the understanding of individual board members and to improve the work of local boards of education in general.

Every administrator and, in fact, every citizen should be interested in encouraging all board members to support their state organization and to help improve the work of the National School Boards Association. Most of these organizations have made a good beginning toward developing effective programs which will ultimately result in greater recognition of the potential contributions of individual board members and local school boards.

Some organizations are just in the beginning stages. Encouragement and support on the part of all concerned will be an important factor in helping these organizations develop on a sound basis and make the contributions which are so urgently needed for the improvement of the public schools of America.

EDGAR L. MORPHET, Professor of Education University of California, Berkeley

Adult Education is Real Democracy

WHERE IN THE WORLD, outside the boundaries of the USA, can adults find opportunities for learning and self-advancement of the nature and scope offered in many of our communities? The list of adult courses offered by a local board of education happens to be at hand. The courses range from Accordian Band through Fancy Cooking and Ceramics to Television Operation and Maintenance. This instruction is free and open to all. Not even a registration fee is imposed.

Educators are, increasingly, centering their interests in the enrichment of the family and the community. Through such means as Adult Education do our democratic principles reach beyond lip-service. Thus are individual aims and ambitions advanced to give more fullness to democratic living.

The satisfying element about such a list is that American school systems have been offering such opportunities over many years. Many other school systems can display a listing equally well adapted to their own community needs. The entire program of adult use of school

buildings has been advanced significantly, away from fixed, traditional ideas of what adults should have to flexible, meaningful offerings of what adults really want and will enjoy.

The Capital Budget

THE CAPITAL BUDGET integrates all the capital expenditures of a community, including those of the schools. The "go-it-alone" attitude of school officials may not continue to serve school systems well. Capital expenditures must be considered in terms of all the essential long-time needs of the taxing unit.

A capital budget envisages the future. It includes proposals for all community endeavors. It spreads its favors with fairness and due consideration of all requirements. It rates its projects according to urgency and gives a rank order which expresses that interpretation.

Schools should be anxious to find themselves in such priority lists, when available capital funds are being allocated. None denies the urgency of educational need, once the supporting evidence accompanies the request.

The capital budget is renewed from year to year with adjustment to changing conditions. It tells the story, year in and year out, of the existing debt, the debt limitations, the further incurrable debt, the project allocations, the proposed construction and the official action thus far taken.

School systems should learn about the capital budget and contribute their efforts toward this beneficial plan for proving the financial needs and securing the fund allotments for community projects.

Let Teachers Beware

THE KIDNAPPER and the killer unfortunately still stalk their young prey in the schoolhouses of our cities. Every administrative precaution must be taken against these inhuman brutes. Here are a few rules:

. . . Insist and insist doubly that all visitors to a school go to the principal's office first.

. . . If a stranger makes a request for a child, establish at once contact with the child's home or the police.

 . . . Be alert; guard against strangers and stragglers at the opening and closing of school each day.

 Protect the children fully at playtime or during recess.

Correction on "action research"

To supplement an article we ran last month—"Results of Action Research in Educational Administration... an interim report on the work of CPEA-MAR"—we printed on page 79 several passages from Stephen M. Corey's book, Action Research to Improve School Practices. Somehow a most unfortunate typographical error got into print: the sentence reading, "Learning that changes behavior substantially is not likely to result when a person himself tries to improve a situation that makes a difference to him" should have read "Learning... is most likely to result..."



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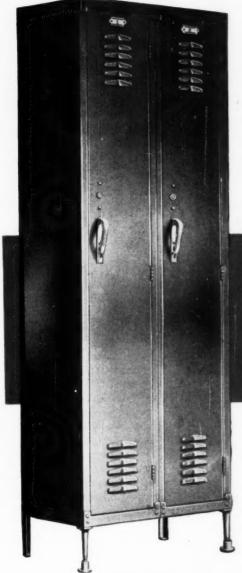
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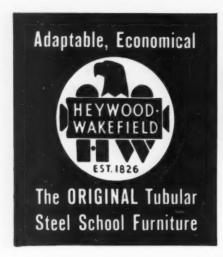
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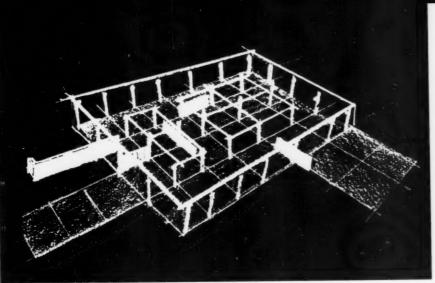
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Let's study the school program. (He followed through on this one.)

Let's study old school plants. (Here, too, he learned some mighty important things.)

Let's find out where the school curriculum is headed. (Great, but nobody could tell him.)

Let's find out what are common needs of boys and girls that the schools should serve. (Here he really hit the jackpot . . . and found his plant planning approach.)

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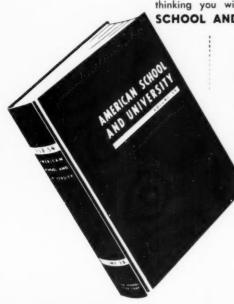
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Next Month: School Administration in 1953

What is the school's role if it is to take the lead in improving community living? To answer this is to understand the interrelation of . . .

Schools and Other Community Agencies

DAN DODSON
Professor of Education
New York University

and

FLORENCE WIDUTIS
Community and Field Services Center
New York University

WHAT SHOULD be the relation of our schools to other agencies in the community? To answer this question intelligently, we have to ask another: What is most urgently needed to improve community life today and how can our schools and other community agencies, singly or together, meet that need?



The American community's ailment: passivity

Most sociologists would agree on the following diagnosis of the ailment of many American communities: (1) lack of participation of the majority of citizens in community activities and passive conformity of most of those who do participate; (2) a great diversity of groups, often overlapping in function, but tending to divide the community into a multitude of unrelated segments.

The cure: (1) to encourage citizens as individuals to take more initiative and to strike out freely in more creative ways to find solutions to local problems; (2) to find through experimentation more workable methods of interchange of information among all agencies in the community and to develop new techniques which will foster community integration.

If this is an accurate diagnosis and a sound prescription, what role should our schools play in relation to other agencies in administering the prescribed treatment? Do teachers and school administrators have a function that has special significance in community life?

School is pivot for local ax-grinders

The obvious fact is that in almost every community, the school has to be the pivot-man in any effort to balance between individual initiative and cooperative group activity.

The school is the one agency which is grinding no special political, religious or organization ax. It has certain disadvantages but is without a doubt in a better position than any other agency in most communities to provide a medium through which the barriers that keep people apart can be transcended.



Few organizations are wholly representative

No organized church can perform this function for differences of faith and doctrine make each sect a special pleader. It is seldom in a local ministerial association or council of churches that *all* religious institutions in a small town or a metropolitan neighborhood are represented.

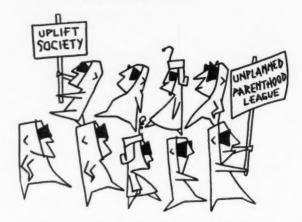
No one agency, such as a YMCA, a women's club or men's service club, can hope to be an integrating force, because its special field of interest and its limited membership stress the part and not the whole. Even a council, like a welfare or an adult education council in which many organizations may be represented, would tend to color a community-wide movement it sponsored with its cause or special area of concern. The school is the one agency, with the possible exception of an over-all community council, which could be expected to see the community whole. Of all local leaders, teachers and school administrators, because of the position they occupy and the principles of growth and development for which they stand, should be most concerned with the interests of the total population.

Not just integration, but chance for initiative

Our goal for the good community life, as has been pointed out, is not integration alone but also opportunity for individuals to show initiative and to do creative work. Here again our schools should rank at the top of the list. They can do so where academic freedom exists, but often in these days of witch-hunting, other community agencies do not give educators the freedom or the security from attack which they need in order to provide for others the atmosphere of freedom in which growth and development take place.

In principle, the school is a laboratory in which inquiring minds can freely search for truth. Many other agencies, on the other hand, such as political parties, churches and groups advocating this or that cause, are certain they have found the "truth"

and are engaged in winning adherents to their viewpoint or exercising influence over the faithful. Their doctrines, dogmas and ideologies tend to stifle creative thought, not to stimulate it. Believers often exchange their innate spark of creative fire for the sake of belonging and the security of settled convictions.



Blinders safeguard dogma, but stifle inquiry

Our schools may frequently fall short of this ideal. Too often students learn to memorize instead of to reason, to meet requirements and earn grades and credits rather than to prepare imaginatively for the real life problems they will confront as breadwinners, parents and citizens. But for all their shortcomings, it is only in the schools that we find the *possibility* of an intellectual freedom in which young and old can be encouraged to think for themselves unrestricted by a "platform" or any special viewpoint or doctrine.

Integration is more than uniformity

Recognizing the key role that our schools can play in any community, some educators have urged that boards of education back their superintendents, principals and teachers in organizing and controlling the various activities of the community in order to achieve "unity in activity toward a common goal." Such a proposal, however, smacks more of uniformity than of interaction in which each group makes a creative contribution toward the common welfare. "Unity in activity" is not the same thing as integration, but unfortunately, many teachers and school administrators readily fall into this pattern. The old-style authoritarian classroom was indeed run on lines of "unity in activity." It was united by the activities assigned by the teacher, and the hangover of this pattern often blocks the constructive role educators could otherwise play in community integration.

So many teachers—even when they believe, in theory, that children "learn what they live"—educate by fiat. They talk at their students instead of discussing problems with them. They lecture on

subject matter instead of teaching students methods of finding their own facts and testing ideas and opinions. These traditional teaching methods not only fail to stimulate the students' initiative and creative thinking but leave the teacher insecure in any community group which is fluid and unpredictable. Accustomed to the authority lent by books and platform, teachers are often unable to exercise leadership in more democratic situations.



Rostrum-type teacher can't lead community

Representatives of our schools can take the initiative. They can rise to their opportunity as an integrating force in their communities. But to do so, they have to learn to draw in representatives of all other agencies and meet with them on a basis of freedom and equality. To "control" or overly "influence" community activities would tar the school with the same stick which disqualifies many other agencies from fostering integration. The school's value, which gives it the possibility of acting as a catalyst among divergent groups, is its concern with the whole community. The catalyst, however, ceases to be when it begins to dominate.

What can a school legitimately do which would help integrate community life and lift social relations above barriers of race, religion and other special group interests? Let's be practical.

What the school can do will vary with each community. In the Chelsea neighborhood in Metropolitan New York, for example, where Spanish-speaking Puerto Rican newcomers make up over a third of the population, Public School 33 contributed to integration by drawing English- and Spanish-speaking parents together in groups centered around the summer playschool activities. The PTA published bulletins for parents in both languages and conducted bi-lingual programs at its

monthly meetings. Working closely in cooperation with the Hudson Guild, a local neighborhood agency, and the All-Day Neighborhood Schools, this Public School and its related community agencies have gone a long way toward spelling out the integration of agency services in a local neighborhood.



Manhattan program draws in Latin newcomers

Quite different was the problem in Somerville, New Jersey, where prejudice against Negroes and, in milder form, against Italians needed to be overcome. There the school board appropriated funds to share with other community organizations in sponsorsing human relations workshops as part of the regular adult education program. An interracial county human relations group grew out of these workshops, and the county superintendent of schools consented to serve as its chairman. A number of teachers became active members along with clergymen and representatives of a wide range of community agencies.

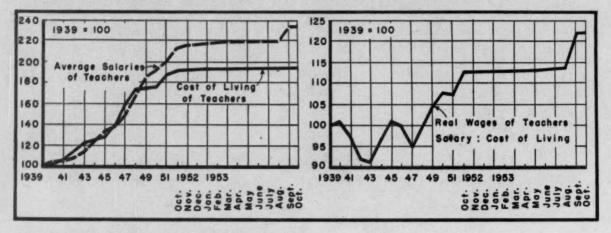
Two-way flow of energy vitalized community

In both these localities the school helped meet a community need in cooperation with other agencies. Both efforts contributed to integration while still encouraging individual initiative. In both programs, representatives of other community organizations gave the people in the school understanding, backing and freedom to act creatively and imaginatively. In both cases, the teachers and school administrators had reached out and had drawn close enough to parents and outside agencies to recognize and respond to real need. This made for a two-way flow of energy which vitalized and helped integrate each community.

Agency leadership and school personnel could serve us all if they recognized the unique resource which is the school, and through it as a medium, moved toward community integration. In this way the climate of community life could be made conducive to fuller growth and development of all of us.

TEACHERS' SALARIES AND THE COST OF LIVING: Teachers' real wages increased very slightly during October, to 122.0 (1939=100). Prices as a whole are about as stable as

they ever become in our economy. In general, it looks as though even retail prices and the cost of living have about stabilized for the present.



With no end in sight for the teacher shortage, administrators are studying . . .

More Efficient Utilization of Teachers

HAROLD F. CLARK, Economic Analyst, Teachers College, Columbia University

AT LEAST 150,000 people will have to enter teaching each year during the next decade if any adequate supply is to be assured. The prospects of getting anything like this number of trained teachers are not at all good under present conditions.

In some fields the situation will be critical very soon. The number preparing to teach science and mathematics, for example, has declined almost 50 percent in the last four years.

Beause of the shortage of engineers, mathematics and science majors are hired and assigned many of the activities that formerly were part of the job of an engineer. While this releases engineering talent for strictly engineering duties, it greatly aggravates the problem of getting an adequate supply of science and mathematics teachers.

A superintendent from one of the largest cities on the West Coast announced that his board was prepared to pay a substantial bonus to teachers in the fields where the supply was very short; however, he had found that the teaching groups were not yet willing to accept such a move.

At a recent conference on the utilization of engineers, there was some talk that industry might have to enter the picture directly and subsidize high school teachers in mathematics and science. Otherwise, they might very well cut off the very source of their future supply.

The same conference dealt with the utilization

of teachers. Everyone agreed that it was wise to try to find better ways to utilize teachers, but there was great reluctance to embark upon any experiments that might throw some light upon the problem.

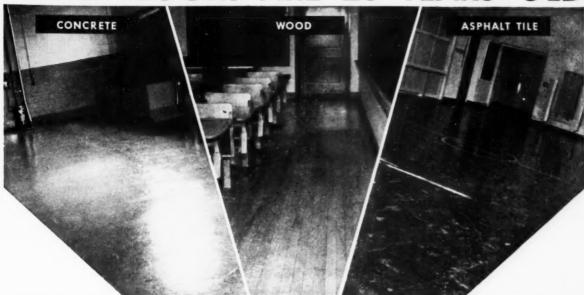
One superintendent suggested that more efficient utilization might conceivably involve some smaller classes and some classes substantially larger than the present average.

He stated that he is no longer willing to put in permanent partitions for 30-pupil classrooms, because while there are many things that are best handled in groups of five or ten students, there are other activities that can use groups much larger than 30.

Teachers, of course, are understandably chary of anything that indicates some groups could expand beyond 30. The public might misunderstand and assume that all classes could be taught with the larger pupil-teacher ratio.

It looks as though a fairly drastic new approach will have to be made toward solving the problem of teacher supply and utilization in the years immediately ahead. A great increase in teachers' salaries all along the line might solve the problem, but the current picture does not foster optimism about such a happening.

Certainly every effort should be made to obtain more teachers, but in the meantime effort must be directed to making more efficient use of the teachers we now have. THESE FLOORS ARE 25 YEARS OLD



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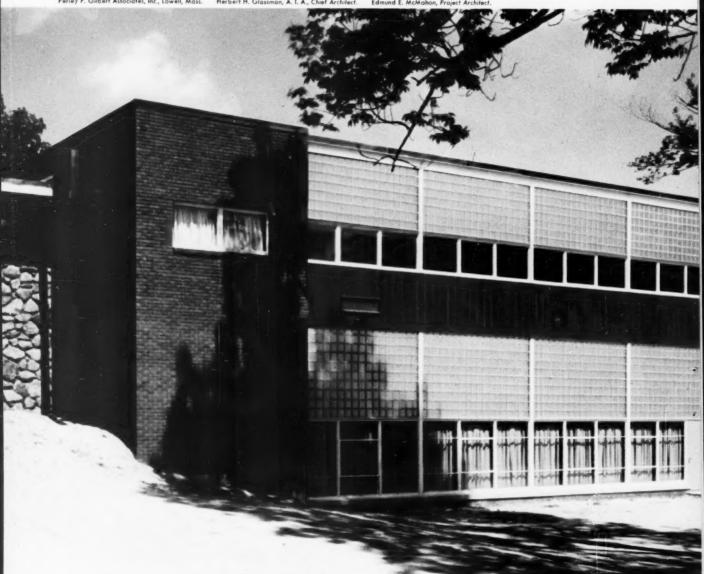
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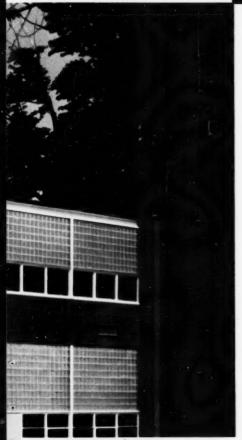


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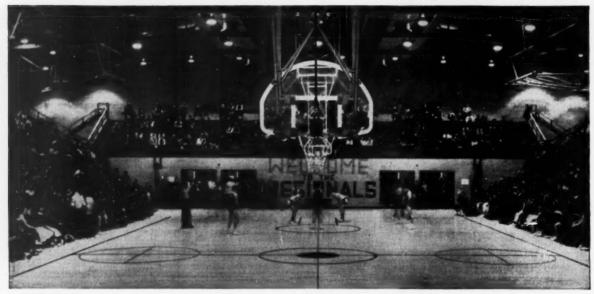
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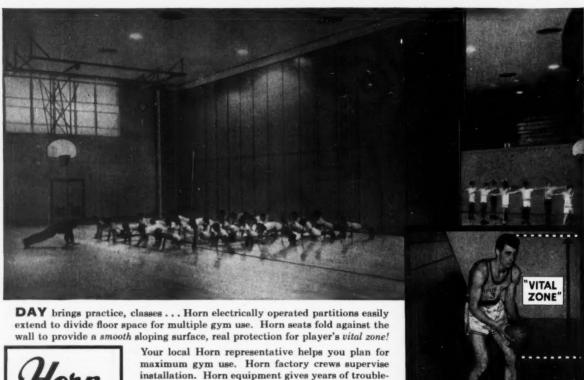
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Bottineau, North Dakota Grand Island, Nebraska

Hawthorne, nevada Hettinger, North Dakota Fort Benning, Georgia Henryetta, Oklahoma Chatham, New Jersey Bath, Maine

Salt Lake City, Utah Chautaugua, New York Sherman, Texas

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Westhope, North Dakota ool Addition Hactford, Vt. Providence, Rhode Island Rochester, New Hampshire

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Chillicothe Missouri

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Clarksburg School Clarksburg New Jersey
New Elementary School Brewer, Maine
Murray School Williston, North Dakota
Elmwood Franklin School Buffalo, New York

David Edwards School Santa Barbara County, California Webster Grade School Bloomlield School Addition Grove Grade School Grade School West Jordan School West Jordan, Utah

South Grade School
Slien Bigelow School
Glencoe, Illinois
Ellen Bigelow School
Athol, Massachusetts
Grade School
Pleasant View Elementary School
Almagh Brown High School
St. Paul's School
Mittin City, Pa.
St. Paul's School

Grand Island, Nebraska Holderness, New Hampshire Hawthorne, Nevada

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Herman Nelson Leads

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Glens Falls High School
Trentwood School
Trentwood School
Trentwood Washington
School No. 1
Little Falls, New Jersey
New Student Union, University of Maine
Orono, Maine
Highland Junior High School
Elementary School Addition
Elbow Lake, Minnesota
Fremont School
Grade School
Bay City Michigan
Grade School Grade School
St. Therese School
St. Benedict's School Holy Redeemer School Jefferson School Pioneer Elementary School High School Washington Elementary School New Virginia School Longfellow School Galway Central School Upper Darby High School
Minnetonka High School
West Independent Grade School No. 9 School Vogel School New Consolidated School Northside Elementary School Nicholas Orem High School Lincoln School Porterville School Telford Borough School Tellord Borough School
Courtview School
Belleville High School
Public School Addition
Franklin Elementary School
Coleman Community School
Central Elementary School Union Free High School Joseph Sears School Joseph Sears School
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Wooster Township School St. Nicholas School York Township High School Bethel Tate School Jackson Elementary School St. Charles School Sugarloat Township School Jackson Grade School
Jackson Grade School
Burns School Addition
Lincoln Elementary School
Cook County High School
Dike School Addition Forest Elementary School
Brilliant High School
Abington High School Addition
St. Mary's Parochial School
McGraw Cent. School Addition Versailles High School

Duluth, Minnesota Davenport, Iowa Berkley, Michigan East Chicago, Indiana Dennis, Massachusetts Hubbard Woods, Illinois Middletown, Maryland Youngstown, Ohio Kansas City, Missouri Richmond, Virginia York County, Pa.
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Triumph, Illinois Muir, Michigan Oshkosh, Wisconsin Wabash, Indiana Lowell, Massachusetts Toledo, Ohio Summitt, Illinois Menominee, Michigan New Lincoln School Building St. Paul's Parish School Rhinebeck Central School Minster Grade School Valparaiso, Indiana Rhinebeck, New York Minster, Ohio Battle Creek, Michigan Franklin School High School
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Little Flower School
Oxford School
St. Joseph Grade School Roachdale, Indiana Machdale, Indiana Manchester, Massachusetts Toledo, Ohio Oxford, Wisconsin St. Joseph, Illinois Millwood, Washington Millwood Willow School Colorado State Reform School Buena Vista, Colorado Porter, Indiana Menominee, Michigan Itickney, Illinois Milan, Ohio Battle Greek, Michigan West Chester Township School New Boswell School Building Home Elementary School Milan School
Mahomet Grade School
Washington Township School
Collidge School
Webster School
High School
McArthur High School
Control Crafe School Battle Sreek, Michigan Mahomet, Illinois Centerville, Ohio Maynard, Massachusetts Plymouth, Indiana Pardeeville, Wisconsin McArthur, Ohio Menominee, Michigan Plainfield, Indiana Westbrook, Minnesota Stickney, Illinois Clarksfield, Ohio Central Grade School Indiana Boys' School Public School Addition Augustus Haley School Clarksheld, Ohio Battle Creek, Michigan Palmyra, Indiana Masury, Ohio St. Clair County, Illinois Melvindale, Michigan Denver, Colorado Consesti, Ohio Clarksheld School warksteld School Mingue Elementary School Palmyra High School Stevenson Elementary School Bluff View Grade School Melvindale High School John J. Cory School Colerain Longistics School Colerain Township School Cincinnati, Ohio Cincinnati, Ohio
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Grade School District 140
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5. Verndale, Minnesota
Cincinnati, Ohio
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Union Free High School Scipio School Addition

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Orange Village School

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South Lyon Elementary School
Centennial Junior High School
Lowell Grade School
Burnet Hill Grade School
Castle Shannon Grade School

Crystal Lake High School

Southwest School
St. Joseph School
Harvey High School
Crossville Grade School

Sherman School
Saint Stephens School
Oak Hill High Addition

Shorewood School

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Norwood View School
Fontana High School
West Side Elementary School
Myrtle Avenue School

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Morley School Addition
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North Junior High School

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Grade School Building

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Oak Grove School Congress School Joint School District 1

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Hillview School
Poland Seminary High School

Westmore School

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Shiloh School
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New Prides Corner School
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Madison, Wisconsin Saginaw, Michigan Oak Hill, Ohio

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Hagerstown High School
Northwood Elementary School
Washington High School
St. Joseph Hill Academy

School of the Assumpti

St. Paul Union High School

Pittman Square School
Pittman Square School
Leedom Elementary School
Richardson Elementary School
Waldport Grade School
Oakdale Christian School
Centralize Mich School

Georgetown High School

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Central Junior High School

Central Elementary School

Lincoln Ave. School

St. Patrick's School Oak Street School

St Mary's School Pennsylvania College for Wor Boyleston Elementary School St Joseph School

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Oakmont Elementary School Shear Elementary School St. Simeon's Parish School Emerson School

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Hazelwood School Woodrow Wilson School Wolf Lake High School

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Edgefield Elementary School

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Lebaron School Addition Plain Center School St. Michael's School

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West Aurora High School

St Cecelia's School Newport Elementary School North Side Public School Waverly Community High School

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Jeromesville School Browne Junor High School Alexander Graham Bell School Huff School Addition

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High School

Pathology Building

Rye Elementary School

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Henry Evans High School Scanlon School Monroe Township School

Wayland Central High School Wayland Central High School Hollywood Elementary School St. Patrick's School Sevierville High School Arlington High School Sacred Heart Addition Gr

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Francis School

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High School

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Catawsa, Ohio
Reardon, Washington
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Morrow, Ohio
Ossineke, Michigan
Port Leyden, New York
Swanton, Ohio
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Algonquin, Illinois
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Littleton, Massachusetts
Whiteland, Indiana Whiteland Indiana Onsted Michigan

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Pengilly, Minnesota Washington, D. C. Lucy Diggs Slowe School
Edison School
Community High School
Spencerport Central School
Joyston, Ohio
Walworth Public School
Journer High School
High School Addition
Brandess University
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Mead, Washington Rock Island, Illi Jeromesville, Ohio Washington, D. C. Tulsa, Oklahoma Grand Rapids, Michigan

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Orchard Park, New York South Euclid, Ohio Great Mills, Maryland O'Hara Township, Pa. Richville, Michigan Bensonville, Illin

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Wollaston School
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St. Thomas More School
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Osage, Jowa

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Sparta, Wisconsin
Sevierville, Tennessee Arlington, Oregon Grand Forks, North Dakota Lake County, Ohio St. Paul, Minnesota Midlothian, Illinois St. Paul, Minnesota

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Webster School
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St. Helena School Colfax Elementary School

Cortax Elementary School
Washington Carver School
Polo Grade School
Nannie Lee Frayser Additio
Euclid Elementary School
St. Patrick's School
Crade School Grade School Grade School New High School Grade School Addition Elementary School Frankfort Village School ogan School

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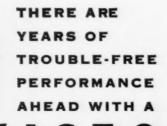
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are easily installed over new or existing construction.

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Need advice on floor safety, work schedules or any phase of floor maintenance? Call your Johnson's Wax J-Man first, He's your floor expert—a floor "doctor" who spends all day, every day, solving floor problems. Today hundreds of business firms, restaurants and schools rely on the sound advice and helpful assistance of a Johnson's Wax J-Man. Fifty J-Men are located coast to coast—to give you prompt, dependable service.



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WORLD

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COMBINE PERMANENT FIRE-SAFETY AND BEAUTY— CUT OUT MAINTENANCE COSTS

School executives superintendents of buildings and grounds, and teachers acclaim the "double value" of DURA DECOR A V Room-Darkening Curtains.

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HERE'S IMPORTANT NEWS!

2-Year

Pittsburgh COLOR DYNAMICS

Careful study of 20,000 report cards of 2,500 pupils enrolled in three Baltimore elementary schools—conducted by leading psychologists of The Johns Hopkins University—confirms the fact that planned color environment helps students and teachers alike.



Typical classroom used in Baltimore school experiment before repainting.

Psychologists Who Conducted Experiment Say: "These Clear Results Should Interest Every Educator"

"We have been convinced for some time that color and its dimensions (hue, value and chroma) influence human behavior. We have felt certain of the advantages to be obtained from the use of scientifically controlled color in a school environment.

"Nevertheless, we are pleas-

antly surprised to see such amazingly clear results come from this research, since this type of problem is difficult to handle experimentally. These positive results, we feel sure, will be of real interest to educators and all others concerned with the color design of school facilities."

PLANNED COLOR environment—according to the principles of Pittsburgh COLOR DYNAMICS—has a very favorable effect on the behavior and performance of school children. This was established in a two-year test recently completed in Baltimore elementary schools.

This project was carried out by the Psychological Laboratory of The Johns Hopkins University's Institute of Cooperative Research, headed by Dr. Wendell R. Garner. Three elementary schools were included in the experiment. One school was not repainted at the end of the first year of the test and served as the control. Another school was given a conventional paint treatment The third was repainted according to COLOR DYNAMICS.

Definite upward changes in behavior and scholastic traits were noted in the school painted according to COLOR DYNAMICS. Kindergarten pupils showed 33.9 per cent improvement. This was nearly five times greater than the next best school. Students in Grades III to VI showed an improvement of 8.9 per cent in performance traits in the COLOR DYNAMICS school. In the conventionally painted school, students improved only 0.5 per cent and the students in the school that was not repainted declined 2.7 per cent.

Overall assessment showed that the COLOR DYNAMICS school had 18 per cent fewer "poor" pupils, while the other two schools showed an increase of such students.

Why not try COLOR DYNAMICS in your school—and see the difference planned color environment can make in academic grades and in teaching efficiency ratings!



PITTSBURGH PAINTS

PITTSBURGH PLATE GLASS COMPANY

IN CANADA: CANADIAN PITTSBURGH INDUSTRIES LIMITED

Improves Grades of Pupils!



Classroom used in Baltimore school test after being repainted according to COLOR DYNAMICS

STUDENTS SHOW GREATEST IMPROVEMENT IN SCHOLASTIC GRADES

 Examination of averages for seven performance traits of students in Grades III to VI in COLOR DYNAMICS test school show that greatest improvement occurred in traits dealing with scholastic matters.

Trait	1949-50	1950-51	Difference	% Improvement
Social Habits	3.130	3.311	.181	5.8
Health Safety Habits	3.279	3.526	.247	7.5
Work Habits	2.832	3.038	.206	7.3
Language Arts	2.645	2.922	.277	10.5
Arithmetic	2.554	2.771	217	8.5
Social Studie	2.862	3.223	.361	12.6
Art-Music	2.976	3.274	298	10.0

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• We'll be glad to send you a comprehensive book explaining how to use COLOR DYNAMICS. Better still, we'll be glad to make a complete color engineering study of your school or any part, without obligation. Just call the nearest Pittsburgh Plate Glass Company branch. Or mail this coupon.



Pittsburgh Plate Glass Co., Paint Div.
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SCHOOLS IN ACTION



Part of the adult sewing class in Norton, this group now knows the limitations of stationary furniture in one of the town's old schools.

Adult Education on a Shoestring

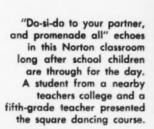
by LAURENCE G. NOURSE and WILLIAM M. MAHONEY

Mr. Nourse is superintendent of the Norton-Plainville public schools. Mr. Mahoney is supervising principal of Norton elementary school, Norton, Massachusetts. Norton, Massachusetts, is like many other communities in that it has to work hard to sell a new school building program—especially when the paint is hardly dry on a building everyone thought would take care of the problem for several years.

This town of 5,000, located near several large cities, has nearly doubled its population in the past ten years and continues to grow by leaps and bounds. School budgets have doubled, old three- and four-room schools have been abandoned, and a twenty-two room consolidated ele-

mentary school with a community auditorium-gymnasium has been built. But the new facilities were overcrowded almost as soon as they were built.

It was at this point, with school staff and plant stretched to the limit with regular educational tasks, that it was decided to launch an adult education program. School people felt that the one positive thing the schools could do to create good will for the schools would be to offer all the people of the community an opportunity to use the school buildings and equip-





ment. This would give the seventy percent of Norton families who do not have children in the public schools a personal stake in the condition of local educational facilities.

The first step was to secure the blessing of the school committee. The members favored the plan, but were not in a financial position to offer any assistance beyond the use of the buildings.

The next step was the organization of an advisory council of interested citizens. An unusually large committee was chosen from all sectors of the town and from each civic organization and all of the larger industries in the community. The school committee representative, Mrs. Lucille Zwicker, was elected chairman.

This committee had a one hundred percent turnout in the meetings that followed, which is ample proof of the fine spirit and enthusiasm the members had for the project. They agreed on a list of seventeen possible course offerings to be publicized.

The school children took home blanks describing the courses and asking parents to indicate what interested them; lists of the courses under consideration were published in the local press and readers were provided with a printed coupon on which to indicate their choices; the local radio station promoted the idea; and posters were placed on factory bulletin boards and in stores and post offices with blanks close by.

Adults prefer practical courses to cultural

Of the seventeen choices offered, the following proved of most interest: News Behind The Headlines, Cooking, How to Build or Improve Your Own Home, Sewing, Driver Training, Rug Making, Painting, Photography, and Square Dancing. Among those eliminated were Literature, French, Review Math, etc.

This indicated a very definite tendency, substantiated by other school systems doing similar work, for adults to be most interested in the practical or "personal use" types of courses when they are going to school voluntarily. The advisory council went along with the public sentiment but planned to renew some of the cultural offerings in the future.

Result: Nine courses, 200 students, \$1108.50 in fees

Now the committee was at a point where it had nine courses which might be fairly well attended if they were given, and space in which to hold classes. But here the resources ended. Instructors had to be obtained, janitor and clerical help provided, fees set, and advertising prepared and paid for.

It was here that good relations and the enthusiasm of the community paid off. Members of the public school staff, experts from other towns, and friends of the school agreed to take over the jobs of instruction and course organization, knowing that there were no funds on hand at the moment with which to pay them.

Because of the encouraging survey results, the Adult Education Committee was confident that the program could support itself, and so went ahead with financial plans. A registration fee of \$5.00 was set for each course with the exception of Driver Training, which required a fee of \$10.00. It was agreed that all instructors would be paid \$3.00 per hour for their services during the tenweek period planned for each course.

With this information, it was an

casy job to determine the numbers which would make each course self-supporting. A renewed publicity drive for all courses was made in the press and on the radio, and the committee waited, somewhat with fear and trembling, to learn what would happen to its brain child.

When registration had been completed, more than 200 adults had signed up and paid their fees. The largest class, with fifty-eight students, was "How to Build or Improve Your Own Home." This course, which capitalized on the tremendous amount of new home building in the Norton area, was organized and presented with the cooperation of the L. Grossman and Sons Company, a local lumber company.

From the beginning it proved a good drawing card and, with fifty-eight registrants at \$5.00 each, gave the committee a considerable margin with which to work in making plans for other courses.

Driver Training proved to be an equally popular course with the limit of thirty pupils filled early in the registration and a long list of alternates available for another year.

Administrative details of adult education program

So they went. Early publicity was proving fruitful. Rug Making and Sewing each attracted twenty-five registrants, twenty-one signed up for Painting, sixteen for Cooking, fifteen for News Behind the Headlines, twelve for Square Dancing, and seven for Photography. With similar programs in neighboring cities attracting about half this number, the Adult Education Committee was elated to think that it would be able to start with over two hundred adults participating.

The anxieties and doubts of the program's beginnings were over, but still ahead was the job of making it run smoothly and in such a way as to justify all the effort that had gone into it

Norton's superintendent, Laurence G. Nourse, assigned William M. Mahoney, supervising principal of the Norton Elementary School, and Henri A. Yelle, assistant principal of the Norton High School, to act for the schools in developing this program and working out details of organization and administration.

With the full approval of the Adult Education Committee, written direc-

Was the program really run "on a shoestring"? You judge:

Receipts Cash on hand	\$ 00.00 1108.50
	\$1108.50
Payments Advertising, stationery, misc	\$ 22.31 900.00
Janitors	100.00
Balance	\$1022.31 \$ 86.19

tions concerning fees and the like were supplied each of the instructors on the opening night, and a member of the committee was assigned to act as secretary for each course to collect money and answer questions. The unusually large committee here proved to be a life saver, because each pitched in to do his share in making the program successful.

Prospective students came to "open house"

The exceptional spirit of the workers and the students persisted throughout the ten weeks of each course and when, on the ninth meeting, an Open House Night was held and visitors invited, all the classes had many guests who signified an interest in participating in similar courses during the next year.

Inexpensive certificates signed by Superintendent Nourse and Mrs. Zwicker were presented at the final meeting to all who completed the work of each course.

The good feeling developed by this experiment in adult learning and fellowship is indicated by the fact that many of the classes held "graduation" parties and several of the groups are still meeting informally to continue their new friendships.

What did this program accomplish? First of all, it enabled the community to get a little more use from its investment by utilizing the present school buildings more completely. Second, it enabled more of the people who are paying the bills to get some return for their money. Third, the program provided some satisfying learning experiences for those taking part

Finally, the program enabled some people, who had not been in our schools since they came in after sugar stamps during wartime rationing, to get a look at what was happening. Courses were held in both old and new buildings, and it is certain that many more people will vote with understanding when the next issue concerning school building comes before the electorate.

Judging by the general community reaction and the comments made by adult participants on brief evaluation sheets presented at the end of each course, this was a valuable experience in the utilization of community resources: Norton had developed a good program of adult education on a shoestring!



A high school math instructor who is an amateur photographer taught the Advanced Photography class. Instructors were paid \$3.00 an hour.



The Cooking class included brides, bankers, teachers and working girls.

Despite limitations of an old building, students enjoyed the 10-week course.



Most popular course was How to Build or Improve Your Own Home. With 58 students (at \$5 each) it had to be held in the high school auditorium.

Here is part of the class of 25 rug makers and some of the products of their labor. "How to" classes like this were preferred to more academic ones.





by MELVIN W. BARNES

Mr. Barnes is assistant superintendent in charge of instruction in the Oklahoma City Public Schools, Oklahoma. He obviously practices what he preaches about using plain talk.

You talk to the people, but do you "get through"? There are special reasons why administrators should . . .

Learn to Use Plain Talk

THE lay citizens just don't dig our slang. They hear us talking about reading readiness, the core curriculum, the whole child, the language arts. But they founder on this lingo. For all they know, corecurriculum, like damyankee, is all one word.

EADINESS"

Our vocabulary is only part of our problem. Besides vocabulary trouble, some of us are pretty clumsy at expressing ideas. We add to the confusion with muddy talk. Perhaps there are many reasons for this, but a big reason why some of us are incomprehensible is that our own philosophy has not been fully hammered out. We're not quite sure where to find the stars to steer by,

People distrust what they don't understand

Our failure to use plain talk is one of the reasons why public education is hag-ridden with attacks. The epidemic of criticism that has broken out is partly of our own making. Some of it we have brought on ourselves by not telling the people what we are doing to educate their children—not, at least, in terms they can understand. And human nature distrusts whatever it misunderstands.

Signs of the times suggest that we

ought to be talking straight right now. Across the country there is a ground-swell of interest in the public schools. Citizens' committees are rising up. Lay leaders are tackling school problems. This is good. This is just what we have been asking for. To our dismay, however, some of the laymen can talk about education better than we can. When it comes to defining school issues, and stating school problems, the amateurs are putting us professionals in the shade.

It would be good for us every now and then to remind ourselves that the schools belong to the people. The citizens vote to tax themselves to pay our salaries, to build schools, to teach children. For all this, we ought to be on speaking terms with them. The public deserves to know what we are trying to do for boys and girls. They would like to hear this succinctly and plainly stated. They apparently don't want to hear the fancy terms that we educators like to toss around.

It's pretty clear that the public isn't especially interested in such things as teachers' salaries, or school buildings. But they are interested in what happens to their children. This is the place to dig in. If we could show what a good school can do for kids, and then produce that kind of

school, the wherewithal to pay for it would probably be forthcoming,

Our trouble seems to center in the curriculum. Battles over school issues, these days, usually start with misunderstandings about the curriculum. This is significant. Nobody is blanning school leaders for embezzling public funds. They question first what we are trying to teach, and to a lesser extent, how we are teaching it. In attempting to answer, we don't seem to be able to state our case. What makes sense to an educator confuses the man in the street.

"Catch words" may turn and bite you

A report on the Pasadena affair says, "School opponents took such expressions as 'progressive education' and 'modern education'. . . . and used them to discredit the whole program." How many school systems have suffered from "progressivism," "core curriculum," and other complications brought on by such terms? Maybe we're like the old lady who went to church because she "sometimes heard that blessed word, Mesopotamia." A catch word is a dangerous thing in education. It may turn on you and bite you.

Sometimes it looks as though some of us who talk about education enjoy being obscure. Professional terms and phrases seem to have a narcotic effect on us. We become so addicted to the pet words that we make ten of them grow where only one ought to grow.

This is nothing new. Heraclitus, the Greek, had a pet expression: "All reality is in flux." This sounded profound and thus enhanced his prestige until it developed that all he had in mind was, "Things change." It is recorded that Socrates once read a book by this fellow. Asked how he liked it, Socrates supposedly replied, "What I understand is good; and so, I think that what I have not understood is, only the book requires a Delian Diver to get at the meaning of it."

Obscure talk a big barrier to progress

Our public isn't likely to be as charitable as Socrates. They are hardly going to give us credit for being wise men just because our prose is beyond their comprehension.

The author of Genesis described

the confusion of tongues that beset the builders of the Tower of Babel with, "They understand not one another's speech." It's instructive to note that once the communication system was garbled, the whole enterprise collapsed. As a barrier to progress, nothing compares with obscure, prolix talk.

Clear talking begins with clear thinking

Again, there's the question of our steering philosophy. At this point we must raise a serious question. How able are educators the country over to explain what, why, and how the schools are teaching? Isn't the professional stature of a teacher to be measured largely by his ability to discuss the mission and methods of his calling?

One thing is sure. Clear talking begins with clear thinking. Our words won't carry meaning and conviction unless we first get our ideas straight. This is a job for all hands. Not just the professor. Every teacher, principal, superintendent, and board member has his work cut out for him. He ought to make it his first concern to do a job of interpreting the American public school to the public. Unless he can explain it, the public will question his ability to bring off his other assignments.

Criticism, discussion foster confidence

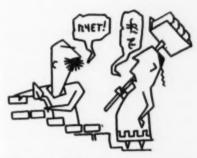
A clear philosophy is one of the best defenses against unfair critics. Some criticism, like death and taxes, is sure to come. When it comes, there are two common ways of meeting it. One is to denounce the critics. The other it to welcome free and open discussion of differences.

American education is dedicated to the method of open discussion. In this spirit, then, we ought to be able to discuss educational issues, to describe sound practice, and give good reasons for the faith that is in us. If we cannot do this, simply and straightforwardly, how can we expect anyone to have confidence in our leadership?

We ought to know where we stand on the important issues. A recent book quotes a prayer by Peter Marshall, former chaplain of the Senate. The prayer closed with these words, "God, help us to stand for something or we'll fall for everything."



Obscure professional phrases and pet words have been with us for centuries.



The Tower of Babel collapsed because communications broke down. Moral . . .



When it comes to defining issues, amateurs put professionals to shame.

Three Ways

Administrators Can

Speed Curriculum Progress

by NOLAN C. KEARNEY

O F THE many blocks to curriculum progress, at least three can be removed solely by administrative efforts . . . because these are blocks that are set up and maintained by administrators.



Facilitate use of research results

The first administrative block to curriculum progress is the fact that local school administration fails to use the results of curriculum research.

I contend that this is a responsibility of administration. As the first step towards discharging this responsibility, principals, supervisors and teachers who work with curriculum development must accept the experimental nature of the educational process. Each educational procedure is an experiment both with the class as a whole and with the individual hildren.

Teachers must see their work as an effort to achieve a group of objectives. To this end various methods are tried, and their effectiveness assessed in terms of the objectives. When nethods fail, there must be, not distillusion, but a re-examination of old and new evidence, a new hypothesis and a new experiment.

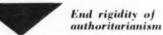
If teachers and administrators are to have this attitude, they must understand the essential nature of scientific method. The best way to develop this understanding, it would seem to me, is to encourage greater numbers of teachers to engage in individual or cooperative research on projects that relate to the daily problems of teaching. As educators participate in such projects, they learn how research information is acquired and they become accustomed to thinking of research information in terms of its application to specific situations.

Thus, the first step in getting research information into use is to involve those who should be using it in the experimental solution of problems real to them.

Staffers to find pertinent research

If teachers and other curriculum workers are to make use of research, the research must be readily available to them. Busy professional workers do not have the time and frequently do not have the training to read the pertinent research journals. And certainly they do not have either the time or the opportunity to scan the great mass of scholarly research in the original.

Administration must provide staff members to search out research that seems to be pertinent to the curricular problems of the moment. Such resource people should serve not as supervisors, but as consultants. Their positions should be purely advisory.



The second administrative block to curriculum progress is that of authoritarian administration. Authoritative administration relies on carefully outlined and rather specific curriculum content. Further, it sets up supervisory or inspectional procedures which protect the favored program and inhibit criticism or change. In practice, such supervisory programs frequently relieve teachers of worry and strain, and help them to achieve what is expected of them. The fact remains that authoritarian administration makes curriculum change difficult.

Ideas on teachers a holdover from no-training days

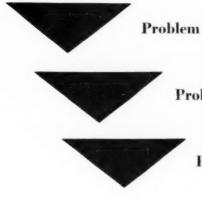
To eliminate authoritarian administration with its consequent rigidity, administrators need to develop new concepts of leadership. These concepts will involve, first, the acceptance of teachers as professional workers.

Many of our present procedures are a carryover from the day when teachers assumed their duties with little more than a high school education. Teachers have little opportunity to operate as professional people under rigidly prescribed curriculums. Perhaps treating teachers as professional people will hasten professionalization.

Remove teachers' fear of deviating

In the second place, administration must take into account many of the developments in leadership that parallel the development of group dynamics and social psychology. If teachers can be freed from the fear of being rated, transferred, dismissed or denied promotion as the result of deviations from past practice; if they can come to regard their superiors as friends, as helpers, as experts, as sources of information, and as bulwarks to security; if administration can remove the fear that

Mr. Kearney is assistant superintendent of schools in St. Paul, Minnesota. His article is condensed from a paper read before the American Educational Research Association.



Problem I: Failure to use results of curriculum research in practical school situations

Problem II: The rigidity of curriculum fostered by authoritarianism or benevolent despotism

Problem III: Sapping of courage to break new ground, resulting from fear of public protest

teachers have of revealing a weakness, a lack of knowledge, a lack of skill, a specific failure with a specific child or a deviation from supervisory opinion, and in its place set up a healthy, cooperative attitude—if all this can be done, morale will improve and progress, curriculum-wise and otherwise, will be accelerated.

Workshops to consider real problems selected by teachers and to formulate procedures to be adopted by the administration represent a third way to change from an authoritarian administration.

I could go on with many more specifies. It is my conviction that a real understanding of the democratic process as it applies to administration is basic to overcoming an inhibitive administration. It must be said, however, that administrators, with the best intention in the world, study about democratic administration, but confuse it in practice with a species of benevolent despotism.



A third brake on curriculum progress is the administrator's fear of public protest. Administrators are frequently heard to say that they will go along with curriculum changes as fast as the public is willing to accept them; whether they state it or not, they believe that the public is against change in educational methods.

They disregard the many proofs that our society is characterized by greater willingness to accept change than any other known society at any other time. I am not suggesting that our society has broken with all tradition. The sociologists and anthropologists have too much evidence to

show that this is not true. But I think we can draw a conclusion from this: in other areas of life techniques to induce acceptance of change have been developed, but these techniques have not yet been adapted by educational administration for use in their staff and community relations.

"Pasadenas" frighten administrators beyond reason

The recent occurrences in California, New Jersey, Minnesota, and elsewhere have frightened some administrators beyond all reason. I suppose that such fears result from being faced with problems for which no response seems possible except retreat or withdrawal.

The public schools in our democracy belong in a very peculiar sense to the American people. In the final analysis, the public has a perfect right to tell us what shall and what shall not be done in the schools. But, by and large, the public is satisfied with American education, and this satisfaction would be greatly increased were the public really informed about the efforts that our profession from top to bottom is making to foster the democratic way of life, the happiness and well-being of children, the conservation and refinement of our culture, the instillation of moral and spiritual values, the teaching of fundamental knowledges and skills, and all the other objectives with which we are concerned.

Unfortunately, as we have concerned ourselves with these things, we have increasingly operated in isolation from the general populace. It is time that administration recognize this isolation and take steps to break it down. It cannot be done by high pressure publicity programs, by beautiful printed brochures, by charming public relations men in superiutendents' offices, by radio programs, by newspaper releases, or by community committees of outstanding leaders who meet to listen and approve as educators convince them of their personal competence, the purity of their ideals, etc. Though these things are important, they are ineffective without something more.

I believe that the most promising administrative development in over-coming public misunderstanding is to involve more and more citizens in actual curriculum planning. These citizens may or may not be parents. They should sit on curriculum committees, report card planning committees, discipline committees, subject matter committees, dental health committees and all the other committees that involve teachers and administrators.

Results best when citizens tackle local problems

By their general nature some of these committees will be statewide or citywide, but the best work will be done where groups of citizens concern themselves with the problems facing their own school in their own neighborhood. The techniques for doing this type of thing are only now being developed. There are, however, some promising practices. It is an area where pioneering is necessary. The same psychological principles are involved as are involved in any healthy learning situation.

Administrators face problems enough in curriculum progress without creating their own. Why not do what you can to eliminate the three administrative blocks to curriculum progress?





laid	lamb	where	fol-low
rule	what	fleece	ev-er-y
that	harm	school	wait-ed
love	made	ea-ger	ap-pear
sure	snow	Ma-ry	a-gainst
bind	white	gen-tle	an-i-mal
near	laugh	a-fraid	ling-er-ed
went	makes	teach-er	pa-tient-ly

MA-RY'S LAMB.

MA-RY had a lit-tle lamb, Its fleece was white as snow And ev-er-y where that Ma-ry went, The lamb was sure to go.

some comments on:

The Teaching of **Beginning Reading**

by DEBORAH C. PARTRIDGE Assistant Professor of Education Queens College, Flushing, New York

In the early series of readers, such as the McGuffey Readers which first appeared in 1836, children learned to pronounce first by syllable and then by word before reading, for example, "Mary's Lamb." (Illustration from Old Favorites from the McGuffey Readers, American Book Company.)

> Y Boy has been in first grade all year and he still isn't reading. I taught him his alphabet and he knows how to write his name. What's the matter, Miss Watts?" This is a typical remark from an anxious parent who has traditionally regarded the first grade as the magic time when all children learn to read. And historically that was the major goal of the first-grade teacher.

During the history of American education, leaders have advocated various techniques for teaching beginning reading. The first approach, the alphabet method, predominated early in the nineteenth century. This technique included memorization of the alphabet, differentiating between capitals and small forms, pronouncing and spelling first by syllables and then words. Finally larger units of phrases, sentences and then stories were introduced. Oral reading was stressed.

In Europe many educators such as Comenius recommended the word method long before it attracted followers in America. But by about 1850 this approach was popularized in this country through the widespread use of the series of readers.

Even though the word method was generally accepted by teachers, many parents protested. They became disturbed when they discovered that children could not name the letters in words they could pronounce. Others criticized the method when they discovered that children thus taught were often unable to attack new words in unfamiliar settings. To remedy this, phonic systems were developed. However, this often led to sacrifice of meaning for word recognition and frequently contributed to spelling errors.

Gradually during the last quarter of the nineteenth century, the word method was replaced by phrase, sentence and story approaches to reading. These methods emphasized thought-getting rather than word-mastery. Teachers continued to stress oral reading and to use phonics in helping children to attack new words.

Following World War I, rapid silent reading gained emphasis in the reading program of many teachers. There was still little attention given to the development of better reading in content subjects and other areas of the curriculum since instruction was concentrated in the "reading period." Great interest was given to using more objective approaches. Hence streams of objective tests, practice exercises and eve-training devices appeared on the market. So eager were many teachers to improve the rate of silent reading that they advocated the complete abandonment of instruction in oral reading.

Basal readers since the days of McGuffey

And what has happened in the last 30 years? What are the present trends? Approaches to initial reading instruction vary from an outright basal-reader approach to an all-out experience or interest approach. Between these two extremes there are a variety of practices combining the two. However, it is interesting to note that no matter what the major vehicle, the trend at present is to treat reading as one aspect of a language arts program and to utilize



The experience approach to beginning reading: the children have gone to the zoo and, with their teacher, are developing an experience chart based on their impressions of the animals. These serve to appraise reading-readiness and form a basis for reading activities.

The basal reader approach: the children acquire a small vocabulary of sight words from a workbook such as this, and are then introduced to book reading through the pre-primer, primer and first reader. Supplementary reading, keyed in vocabulary, can be provided at these different levels.



In the basal reader approach, children learn new words in a logically developed series. The experience approach teaches them words based on their own activities. The future teaching of beginning reading points to a combination of both methods.

methods of teaching which are consonant with this objective. Above all else, meaningful reading is accorded primary importance.

There have been many innovations in the basal reader since the days of the New England Primer of 1683, and the McGuffey Readers of 1836 to 1920. In the basal reader approach, a reading-readiness book is used to screen out pupils not ready for reading and to serve as a basis for a developmental reading - readiness program. It uses pre-primers and accompanying workbooks for initial reading instructions.

It is generally agreed that a period of preparation is necessary, before children are ready to use the primers, for teaching a small vocabulary of sight words which are important in later reading. These can be taught through charts, blackboard materials, workbooks and bulletin boards. Then the children are introduced to book reading through the pre-primer, then on to primers and first readers. It is during this period that supplementary readers are introduced for wide reading at each level of difficulty. In spite of the limited vocabulary, well-written pre-primers succeed in telling stories which have plot and suspense.

The primer starts out simply enough so that it could be used as a first book if the pre-primers were not used. Some series provide optional supplementary readers at the different levels; others provide for a number of booklets, each containing one story, which are keyed in vocabulary to the various readers. Some publishers provide science books, health or safety readers, social studies books and arithmetics written to over-lap the vocabulary of the basal readers as closely as possible.

To make reading easier, the content of the books used during the early reading period is based on familiar experiences. Thus most series include material of the common experience or social studies type as well as fanciful tales and science stories.

One of the most important advantages of the basal reader approach is its logical development. There are some danger points, however, in using this method. For example:

1. Over-reliance on books for all answers. Teachers tend to follow the manuals slavishly.

2. Inability of the books to meet the needs of each child.

3. The lack of correlation between the basal reader and the ongoing activities of the rest of the curriculum. And if the teacher tries to meet this problem by here and there selecting suitable materials in the book she no longer follows the suggested order which is all important in the series approach.

4. The tendency to limit children's experiences and vocabulary to those incidents reported in the book.

Words through activities in experience approach

With the experience approach, reading-readiness is appraised and developed informally through activities growing out of direct and vicarious experiences: story telling, dramatizations, science experiments, discussions and arts and crafts activities. Initial reading activities are based on experience charts, developed from these activities, with controlled vocabulary and sentence structure. Experience charts or stories serve two purposes: they develop language facility and develop reading skills.

In this approach, the reading activities are an integral part of the school life. Reading-readiness activities may be merged with initial reading activities for uninterrupted general lan-

guage development. The experience approach to initial reading instruction is psychologically sound for it starts with goal-directed activity. It emphasizes group cooperation, and also provides opportunity for meeting individual and group needs as children develop their own story books. Both intensive and extensive reading are encouraged. Since reading is used as a social tool, needs are highlighted, interests are deepened and extended, and reading is used as only one learning aid.

Greater understanding demanded of teachers

The advantages, then, of this method are quite evident since it assumes that learning takes place through experience. However, these pointers should be noted to avoid the pitfalls of this approach:

1. Some teachers teach each chart in detail. This is a mistake. Some words arising from a particular experience may not be seen again for several years. There is no need to learn these words now.

2. Care should be taken to introduce just a few new words at one time. This should not preclude the teachers' responsibility for getting good literary quality into the material.

3. New experiences should be followed up by meaningful drill, including phonics. In the desire to enrich children's experiences background, teachers may cause confusion by introducing too much at one time.

4. The main difficulty is in some teachers' inability to utilize the method because of lack of basic understanding of educational psychology, child development, social living and the nature of society, and general principles of good teaching.

Thus, as we look ahead we note a developing middle ground with the experience approach augmented by basal reader drill. However, in the more progressive schools, a real attempt is being made to reach each child by helping him to develop his own reading materials.

Good reading instruction is characterized today by a concern for the individual child, a functional approach to the skills, the integration of reading with the rest of the curriculum and a broad interpretation of method. Whatever method a teacher uses, it must be one which she understands and which best meets the needs of the learners.



In the county's preventive maintenance program, each bus gets a careful inspection and road test three times a year.

School Bus Inspection in Baltimore County

by EARL. D. HEATH

THE INSPECTION of school buses in Baltimore County, Maryland, poses special problems for the county Board of Education for this reason: the Motor Vehicle Code for the State of Maryland and the State Department of Education both require inspection three times each year of all school buses operating within the state, but the state had neither a compulsory motor vehicle inspection law nor officially designated inspection stations.

The Baltimore County Board of Education provides facilities for transporting about 2200 pupils twice daily over a geographic area of 608 square miles. To transport this large number, the Board owns and operates 50 school buses and contracts for an additional 120. These buses serve 62

elementary and secondary schoots throughout the county.

In the absence of authorized inspection agencies, the Board of Education employs a team of qualified personnel who inspect the buses at central locations throughout the county. Whenever possible, a representative of the Department of Motor Vehicles supervises the inspection.

Thorough check reveals vehicle defects

A thorough check of the interior of the school bus is designed to reveal cracked windows, torn or loose seats, and any defects in heaters, defrosters, emergency and front doors and emergency equipment. Exterior inspection notes the condition of the emergency door, lights, bumpers, paint and lettering. Next, the inspector goes beneath the bus to check the exhaust system, springs, brake lines, battery, gasoline tank and fittings. Tires are checked for uneven wear, smoothness, weak areas and for proper pressure. With the hood raised the inspector then checks king

pins, wheel bearings, tie rod ends, etc.

After this stationary inspection, the driver accompanies the inspector on a road test to check the bus's horn, windshield wipers, mirrors, steering, brakes and general roadability. A number of the buses are also checked with a decelerometer, a device to determine stopping distances at specified rates of speed.

After the inspector has completed the check-up, a report with the defects noted is given to the contractor or driver with instructions for their immediate correction. Copies of the inspection report are forwarded to the Department of Motor Vehicles and to the Board of Education.

The value of such inspections cannot be over-estimated in terms of the safety of the thousands of pupils who ride these buses daily. In addition, such periodic inspections serve as the basis for an effective preventive maintenance program by keeping the equipment in top operating condition and by reducing or eliminating costly repair bills.

Mr. Heath is director of pupil transportation for the Baltimore County Public Schools, Towson, Maryland.

Let Your Teachers Evaluate You

by ROBERT F. TOPP

ROR MANY YEARS, school systems and other educational institutions have been experimenting with some form of teacher evaluation: by students, by supervisors, and even by other teachers. Since the profession of school administration does not preclude imperfection, it would seem reasonable to apply some type of evaluation to the work of the administrator as well.

It logically follows that the persons most capable of evaluating an administrator's work are those teachers who work under him. Teachers are the most influential group involved in the education of children, and their attitudes toward the administration largely determine the effectiveness of the school's accomplishment. They have frequent contact with their executive and their work is continuously influenced by administrative action.

Actually, administrators should welcome some plan of evaluation whereby their work is analyzed by teachers and reported to them. Deny it though we will, the superior position of Administrator is conducive to self-righteousness. Administrators are not criticized directly as often as perhaps they deserve for their own professional good, (The groans of administrators can almost be heard at this writing: "What does he mean, we don't get criticized!") True, many criticisms come to administrators, but frequently they are superficial. On the other hand, how many administrators, who deserve the censure. have been told by their teachers that they failed to keep themselves up on methods of teaching, say, elementary school techniques, so that they could talk intelligently about them? Natur-

ally no teacher wants to incur the displeasure of his boss.

A periodic evaluation by teachers—perhaps twice a year—would, like a physical check-up, expose any symptoms of disorder in time for the administrator to remedy their cause. And since the evaluation would be made anonymously, the otherwise chary teacher could feel free to make an honest criticism.

Whereas an appraisal by an individual teacher might reflect a personal resentment, the administrator should find that a consensus of teacher opinion pretty well reflects the strong and weak areas in the performance of his job. With scorecard in hand, the administrator can then set about correcting his professional shortcomings. Or perhaps the evaluation results will show a lack of the teachers' understanding of certain administrative actions. In this case the administrator is warned to improve the channels of communication between his office and the teaching staff.

Important to check job weaknesses early

Perhaps the most important reason for the administrator to keep regular tab on his job effectiveness is that his actions have such influential and farreaching effects. It is quite true that a principal may, over a period of years, "make or break" a school, or a superintendent an entire school system, or a college president a college, Each blunder, instead of making a little splash, makes a big circle of waves which widen toward the many people who are influenced — from teacher to child to parent to the whole community.

There is little question but what the best type of evaluation form and pro-

cedure to use is one that is devised by the individuals concerned. Perhaps both teacher-by-student and administrator - by - teacher evaluation forms can be worked out simultaneously, and the procedure for administering and utilizing them planned by one committee. The evaluation form accompanying this article could serve as a basis in most situations; it considers the fundamental concepts intrinsic to effective administration.

Best to make evaluating voluntary and anonymous

Whatever procedure is used, there are a few precautions (and these can apply to the evaluation of teachers as well) that should be considered to assure thoroughly constructive results:

1. The sole purpose of professional evaluation should be to improve administration—never for consideration of salary increases or promotion.

Evaluation results must be kept private.

3. Evaluation forms should be filled out anonymously.

4. Participation in evaluation, on either side, should be voluntary.

Administrators have a complicated and occasionally trying job. School superintendents in particular are "gee'd and haw'd" every which-way by individuals and groups who are concerned with education. All who do their jobs well deserve high commendation for their contribution to an educational enterprise; and it is not to add to their load that this plan is suggested, but to subtract from it.

Self-knowledge in the area of professional endeavor is imperative, Evaluation of administration by teachers can be one of the most effective ways of providing this "preventive medicine" for administrators.

Dr. Topp is dean of the Graduate School, National College of Education, Evanston, Illinois. He writes that, "I have long felt that we who are in administrative positions have carefully avoided having evaluations made of our work. This suggests one method of approaching that process."



Evaluation of Administrative-Faculty Relations

To the faculty member responding:

This is a check-list of essential aspects of administrative-faculty relations. The person named below, whom you are asked to evaluate, wants your opinion on these items for purposes of professional improvement. You are not to sign this form, and are asked not to discuss your entries with other staff members. The person evaluated will use this for his own information and no one else will see the results unless he wishes to discuss them with another person. Your cooperation will be appreciated.

Subject: JOHN Q. ADMINISTRATOR

- 1. To what extent are lines of communication kept open with the individual named above? Is he accessible, willing to discuss any problem with you?
- 2. To what extent do you believe he keeps your confidences? Do you feel free to discuss all matters with him, knowing he will not divulge information to others?
- 3. To what extent do you believe he keeps himself informed about professional matters and about other areas of information where his work indicates he should be acquainted?
- 4. To what extent do you believe he participates in school functions and shows interest in activities involving children, students, and staff?
- 5. To what extent do you find him pleasant and agreeable to work with? In other words, does he seem considerate, friendly, willing to help in any way he can? Are your contacts with him satisfying?
- 6. To what extent do you believe he possesses administrative honesty and courage? Does he tell you what he believes in a straightforward but considerate way? Does he face problems with directness and action, or let things go?
- 7. To what extent does he help to create a pleasant work atmosphere? Do you believe that your work is made enjoyable and more satisfying by a sense of freedom and a feeling that he understands you and will make few unreasonable demands? Do you feel encouraged to work at a high level because you sense appreciation?
- 8. To what extent do you believe he reflects credit on the institution in contact with visitors, at conferences, and among his colleagues in similar positions?
- 9. To what extent do you believe he is genuinely democratic in his relationships with calleagues? Does he accept the decision of the majority when he has asked for their opinions? Does he permit full expression of personal opinion?
- 10. To what extent do you believe he is open-minded and receptive to new ideas; capable of altering his viewpoint when presented with evidence?



If the PTA's you know exist to be "talked at" and placated, you'll be pleased to learn what an active group can accomplish. This Michigan town has . . .

A PTA That Gets Results

by GERHARD F. GETTEL

Mr. Gettel is director of the St. Clair County Planning Commission, Marysville, Michigan. It was in that capacity that he learned of the "most energetic" PTA whose activities he describes here. THE PTA AT Anchor Bay, Michigan, was "re-born" about five years ago, with the advent of a particularly dynamic PTA president. The many projects they have initiated—and completed— in that time have brought about a marked improvement in the school and in school-community relations.

One of the biggest projects was the setting up of a hot lunch program in the elementary school. A PTA committee first worked with the school board and the county health department so that the program would be sure to meet their specifications.

Then, with volunteer labor, an unused basement room was converted into a kitchen and lunch room. Over the Christmas vacation of 1951, a local merchant had the floor put in at a special price and other tradesmen gave materials to the PTA at cost. A local carpenter donated his labor in putting in the cupboards; another local workman did the masonry work free; the shop class made saw horses for tables; a plumber with four children in the schools did the plumbing gratis. Wiring was also done free. Fathers helped in all these efforts, besides doing the painting.

Parents and tradesmen gave labor, supplies

Committee chairman Mrs. Burbach says, "We put a hammer or a paint brush into the hands of any-



Local mothers prepare a hot lunch for their children. The cafeteria was built in the school basement by community effort. In this city of 2,000, 150 families are represented in the PTA. After the PTA contacted each voter to explain school needs, a \$400,000 bond issue passed.



body who showed up at school during this time, and nobody refused to

help."

To finance the class "A" lunch program, the committee borrowed \$700 from the PTA treasury, and a total of \$1,000 from ten individuals, without interest. The money is being paid back from earnings of the lunch program. Meals cost elementary school children 25 cents; secondary pupils pay 30 cents. Most pupils use the facilities.

The cook personally buys all the vegetables and meats at the farmers' market in nearby Detroit. Mothers help through such efforts as a recent canning bee, when they put up 130 quarts of tomatoes for the lunch program. As a regular activity, each day a different mother helps in the kitchen.

A PTA member contacts all these volunteers and schedules their day to work. The schedule is published a week in advance in the local news-

paper.

This system is a great saving to the program. Further savings are realized because many mothers regularly donate canned goods, and vegetables and fruits in season. The PTA will turn the whole program over to the

school board as soon as it is completely out of debt and in smooth working order.

Elementary school principal Miss Elizabeth Pardon feels that parental interest in the school has been greatly increased by the opportunity such programs give for close cooperation between parents and school staff. She says the children are proud when their parents come to school.

Motto of group is "let's do it ourselves"

One of the Anchor Bay PTA's first projects was the consolidation of the three school districts in the New Baltimore area. New Baltimore, Michigan, is a city of a little more than 2,000 population. With consolidation achieved, the next problem was the need for a new school building.

The school board wondered how the community could be "sold" on the need for a \$400,000 building. They asked the PTA for help, and soon machinery was moving.

First, an intensive membership drive brought PTA representation up to more than 150 families. Then the strengthened PTA systematically con-

tacted each voter in the community to explain the great need for a new school. The bond issue passed and the school was completed in 1950.

There were other improvements the people wanted in their school program. Could taxes be raised to provide these facilities? "No!" said the school board.

"Why can't we do some of these things with our own hands?" the PTA then asked itself. The idea took hold, and was acted on in such projects as the school lunch program described earlier.

Another project, which has since become a yearly affair, was the sponsoring of a Spring dance for graduating seniors. Each Spring the PTA gives free tickets to the dance to all graduating seniors, their families and friends, and to all PTA members. The junior class traditionally helps with preparations, and the bill for the orchestra and lunch is paid by the PTA.

Sponsors scout troops, summer music study

For the past three years the PTA has sponsored two 2-week scholarships to the famous Interlochen mu-



Children, too, help raise money for school improvements. Profits from the elementary school student council's candy counter go to the lunch program.



Elementary school children eat their Type A lunches in the cafeteria their parents helped build and operate. They pay 25¢; older pupils pay 30¢. sic camp. One scholarship goes to a band student and another to a student in the school choir. A cub scout troop has been sponsored by the PTA for two years, and last year a girl scout troop was organized under PTA auspices.

Library organized and supervised by mothers

A recent project was the establishment of a library for the elementary school. Volunteer local labor converted a large closet into a library, and many mothers donate a dollar How does the PTA raise money for its projects? In many ways. The lunch program started with free labor and services, and interest-free loans to be paid back from lunch profits. Recently a deep freeze for the lunch program was bought with the profits from a PTA-sponsored all-local-talent musical. A piano for the high school was paid for out of the profits from an Alumni Day.

The children help, too. The elementary school student council has set up a candy counter, profits from which go to improve the hot lunch cated a competent ballet instructor and arranged to have her spend a day a week in the Anchor Bay schools. Parents pay one dollar per lesson, with a portion of the fee going to the PTA. The PTA realizes about \$600 from this program each year. Usually some 50 children participate, and present a recital for their parents in June.

Liason group fosters relations with Board

A special PTA liason committee, which includes a senior high school student, meets frequently with the school board. As a consequence, little friction develops between the two bodies.

Superintendent Litzner and the school board agree that few of the things that have been accomplished could have been done without the active participation of the PTA. Relations between school people and the community are of the best; board members say it is encouraging to work in a community where the people give of their time and talents so freely.

PTA works with County Planning Commission

Since 1950 the PTA has been working with the County Planning Commission. This is a group of eleven people, appointed by the county board of supervisors, who represent all areas of the county. They conduct studies and surveys, and make recommendations for development of the county.

Another major task for the past two years has been that of sponsoring, along with the county board of education, an area school study. More than 200 people working on seven different committees have been analyzing school conditions and needs in the area.

Plenty of plans for future projects

Despite the many projects behind it, the Anchor Bay PTA has plenty of plans. The current goal is to have a full-time community school nurse.

This cooperative, energetic community group presents an object lesson to the type of citizen who sits back and criticizes administrators and school board members because they "don't do anything" or are "raising taxes again."

in this issue:

- 75...Four leaders in the field of city planning take ten pages to tell a lot you'll want to know about the relation between school planning and total community planning.
- 50...Did you notice that octopus as you flipped through the magazine? The sketch illustrates an article on how citizens feel about "educational gobbledegook."
 - 68...Are you planning a building in your district? You may pick up some ideas from the seven pages of pictures and text that describe the new Hyde Park, New York, elementary school.
- 66... Don't, don't, don't put down your School Executive without reading—and roaring at—Stan Leggett's humorous suggestions on how to go about naming a school.
 - 54...Before the next PTA meeting, refresh your memory about past and present methods of teaching reading. Deborah Partridge compares and evaluates them.

each month to furnish books and supplies. One mother, who lives outside the district, spends two or three days a week supervising the library without pay.

Where does all the money come from?

In 1951 the PTA started an adult education program, offering such courses as sewing, typing, ceramics, driver training, and men's gym classes. When the program was on its own feet, it was turned over to the school board.

program. And in February the student council conducted a magazine sale which netted them over \$500 for black-out curtains for the new gym.

A current project—landscaping the new school grounds—has an initial cost of \$1,500 and will take three years. The money is being raised through donations and loans right in the community. A local landscaper is on the committee, and is donating his labor and providing plants at cost.

One regular source of money is the ballet program, which was inaugurated in 1950. A PTA committee lo-

SCHOOL PLANT

News & Views

The County School Building Consultant

by A. H. GLANTZ

California law requires that all school building plans be approved by a State Division of School Planning and by the county superintendent of the district in which the school is to be located.

The purpose of the law is to provide an agency, other than a commercial one, that can serve in an advisory capacity to school boards and administrators on school planning questions.

Unfortunately, due to a combination of limited budgets, scarcity of qualified personnel to serve as consultants, and lack of awareness of the need, most counties have no impartial advisor available to them. Approval of school plans at the county level is therefore usually "rubber stamp" in nature.

The two or three counties that do have school consultants on their staffs have found them useful. San Mateo county, for example, has a consultant.

His role covers all phases of the total expansion problem. Assistance is given in site selection. His recommendations are unbiased and not subject to political or other local pressures often brought to bear upon board members or administrators.

Educational specifications are a comparatively recent preliminary necessity in the total planning procedure. Some school boards and administrators are completely unaware of their importance as guides to the architect. Without these guides, the architect may design a school plant based upon the best principles of architectural design, while lacking the many features of a good educational plant. Assistance is often given by the

school planning consultant in this important phase of planning.

Specifications and legal advertising are often written for districts calling for bids to do routine work, such as repainting of existing buildings or paving of play and parking areas. Unnecessary architectural and engineering fees are thereby saved by the local district.

The county consultant conducts classes for school custodians at various centers in the county. The course covers all phases of custodial work, including periodic or summer maintenance programs. Safety, as it pertains to personal effort, work methods, the proper tools of the trade, and building and grounds hazards, is stressed throughout the course.

Since it is a recognized fact that bidding is definitely affected by fluctuating building and bidding activities, a pool of such information has been established in the county office under the direction of the consultant. Advance information on bidding, such as dates and estimated costs, is gathered from school districts, builders' exchanges and other sources. These data are recorded and are available to districts as a guide in calling for bids during a slack period. This should increase competition with resultant savings to the school district.

Finally, but by far the most important duty of the county planning consultant, is checking and approving school building plans. Many instances are found where economies may be effected or where false economies will result in ever-increasing maintenance costs. Flagrant violations of thrifty construction practices have been found and corrected in the plans before bids were opened.

Poor traffic patterns have been detected which would adversely affect the proper functioning of the plant; so have elaborate inter-communication systems requiring special operators which have been incorporated into plans, often unnecessarily. Windows designed so as to create hazards when opened, or those which operate improperly, are rejected.

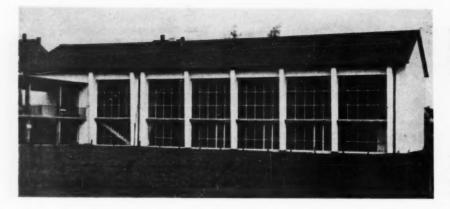
An inadequate or poorly located custodial or storage room is a frequent fault. Fixed louvers placed so as to create a glare for occupants in adjoining buildings are often detected. Excessive use of chalkboard with resultant inadequate pinning space is common.

The above is merely a partial list of common planning errors seldom detected by local boards or administrators. The state department has personnel trained and experienced for such work but rarely the time necessary thoroughly to check all plans.

It is therefore the duty of the local county office to provide the proper counseling and checking service. The cost of such services, if pro-rated among the districts served, would be negligible when contrasted to the cost of each district furnishing its own consultant, whose advice and judgments could be subject to local pressures rarely encountered by the county consultant.



Mr. Glantz is school building consultant for San Mateo county, California.



The new Neukirkenstrasse Schule has several wings connected by covered corridors. In foreground is the janitor's home.

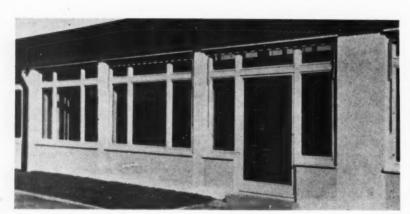
◄ Floor in the gymnasium wing is hardwood mounted on a base of rubber pellets. Gym ceiling is acoustically treated.

Below is the Wagner Schule, a typical traditional German school building. It was in this building, which served as a war-time hospital, that Field Marshal Erwin Rommel is reputed to have died from drugs given him by the Nazis. Below right: one of Ulm's ▼ schools destroyed during the last war.

An American Teacher







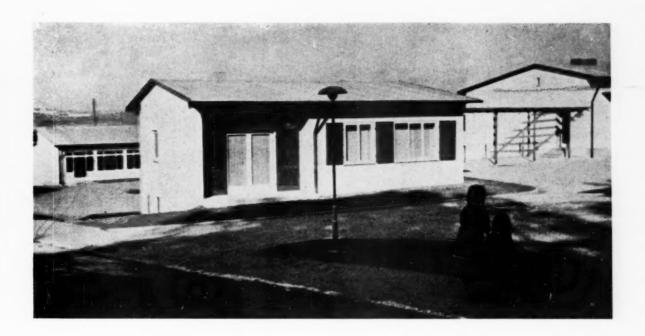
Classrooms in the Neukirkenstrasse primary wing open directly to the outdoors. Exterior awnings control sunlight; each window opens for maximum ventilation.

by BOB L. TAYLOR

N THE UPPER Danube, in Germany, is the city of Ulm which dates from Roman times. In its Golden Age as a free city, it built the now world-famous cathedral, the Ulmer Munster. Since Ulm was a rail center and a manufacturing area in Hitler's Germany, it took its share of allied bombs. Fortunately, the Ulmer Munster was spared; but not so fortunate were the Ulm schools of which 90 percent were destroyed.

The schools were first put back into operation on a temporary basis. Space to house classes was found in

Mr. Taylor was stationed at Ulm/Donau, Germany last year as a Reserve Officer with the 28th Infantry Division. He writes, "As a teacher I was on the lookout for information concerning the local German school system. Through my acquaintance with a few of the parents and teachers, I gained some insight into the German system and was particularly interested in their new school buildings." Since his return from service he has been teaching social studies in the Omaha, Nebraska, H. S.



Looks at Post-War German Schools

those buildings which survived the war—old army barracks, hospitals, restaurants and temporary wooden structures. But these often provided crowded, unattractive, poorly lighted and poorly heated classrooms.

Schools were placed high on the list of reconstruction projects. By 1951-52 a number of fine schools, incorporating many modern ideas in school construction, had been completed

The school completed a year ago on Neukirkenstrasse in Ulm is typical. It is a multi-winged, slope-roofed, colored stucco structure which is actually several separate units within one plant. The one-story primary wing has doors opening directly from the classrooms onto the children's play yard. (In the new schools of Ulm, the primary grades are housed in a separate building or wing apart from the intermediate grades.)

Although the plant spreads over a considerable area with several different floor levels, none of the wings are over two stories high, and these are connected by large enclosed corrilors where the children may play in bad weather. All of the classrooms have southern exposure—the wings are so arranged that all face in the

same direction while being echeloned in a manner that prevents them from blocking the light or obstructing the view of the other.

The chief janitor of the Neukirkenstrasse Schule is provided with a small home on the school grounds so that he is always available, and his presence on the school property after hours prevents any vandalism. (Perhaps this type of overseeing of school property deserves imitation in this country.) In housing-rationed Germany this arrangement is a good drawing card for procuring a reliable man as custodian.

Practical, inexpensive classroom novelties

A noteworthy classroom feature is the teacher's chalkboard, a Swiss importation, that is rigged with counter balances so that it can be lowered to be written on and then raised for the class to view. It is composed of two panels, hinged at the center, which can be swung from one side to the other offering both sides for board space. The entire board is mounted on its own stand so that it can be moved from one room to another.

The Neukirkenstrasse Schule also

features new and inexpensive methods for controlling light and air. The outer window walls of the classrooms are panelled to allow easy control of ventilation at both top and bottom of the window area. The amount of light entering the rooms is regulated by individual outside canvas awnings which may be lowered over the windows by inside controls. A system of counter weights makes these as easy to adjust as window shades, yet they give a better diffusion of light in the room. Furthermore, the awnings may be pushed out at the bottom to allow air to enter the room while still shading the classroom.

These several features observed in the Neukirkenstrasse Schule, though modest, seemed original and practical enough to be reported to American educators. The author found it particularly interesting to contrast these new school buildings with the few old, traditional ones that are still standing. There seems to be significance in the fact that the people of Ulm—as probably those of most German cities—are stepping out of the rut of tradition and are constructing modern, functional school buildings for the youth of their country.

What'll We Name It?

by STANTON LEGGETT

DURING THIS period of the year, boards of education and school administrators frequently are plagued with the problem of selecting a suitable name for a new school building. After a bit of researching we find that the names of new school buildings can be divided into a series of categories, which are reproduced below together with appropriate notes on the trends.

1. The Presidential Gambit: For years this tack was thought to be irreproachably safe, until there was that distressing mix-up of the Roosevelt families.

2. Crossing the Sonic Barrier, or, The Breath-taking Approach: "The East Edgecomb Community School Unit Regional High School, of Central School District #6, Wentworth County." A sonorous title all

our own.

All forward-looking State Education Departments employ German language specialists to develop appropriate names of this type. You recall the old saw about the German sentence where the speaker bravely submerges, thrashes around, and comes up triumphantly twenty minutes later with the verb clutched in his mouth. In this case, the Board of Education comes up with the bird at the end.

3. The "Miss Elvira Bumpstead" Approach: This indicates approaching hysteria on the part of the naming body. The technique here is to direct the Superintendent of Schools to compile a list of names of all the dear ladies who have worked long and hard for the school system and then to assign to each a new school to haunt.

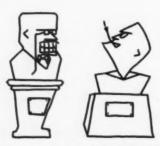
Now this approach has a laudable purpose, and no one would like to poke fun at it. Yet, the practice is in the nature of twilight sleep with the eternal rest of these gentle ladies forever being disturbed by visions of perplexed latecomers asking "Who in the world was she?" and, regrettably, getting no answer.

4. The Logical Approach: The last school was P. S. 475. The new school will be P. S. 476.

5. The Indian Sign: Where three or more towns have combined to form a common high school, the Indians are the only ones who have failed to take a vitriolic position on the subject. The result is a tranquil tongue-twister such as Sewanhaka High School out on Long Island.

6. The Popularity Contest Approach: All the children are asked to submit names for the new school. (By this time the Board of Education is completely baffled and is clutching wildly at straws.) The teachers spend most of their time trying to suppress the suggestions of the more independent.

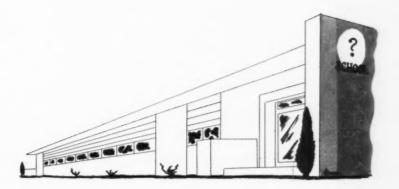
Dr. Leggett is a member of the firm of educational consultants, Engelhardt, Engelhardt and Leggett, whose advisory services, unfortunately, do not ordinarily extend into the domain of appellation.



Mix-up in the presidential gambit



Dear-departed-teacher approach



dent spirits in their classrooms.

We have noted a tendency for names selected in this manner to end up sounding like television commercials and urge that this approach be set aside until television comes of age and palls on the little darlings.

7. The Old Real Estate Try:
"Rolling Acres" or "Green Lawns"
—usually accompanied by a quarteracre site completely paved.

8. The Geographical Approach: This one has been soured for us after an eight-mile ride on what was idly called a road up in the wilderness of the mountains of Greenville, South Carolina, all in order to get to the, so-called, Center School.

9. The Pure Luck Approach: The new Merry Oaks School in Charlotte couldn't have a better name, and it was inherited from the old homestead on whose site the school will be built. A school with a name like that must, of necessity, be a wonderful school.

Down in Greenville County, South Carolina, there is a mythical sort of a place called "Possum Kingdom", that is always down the road a piece, or back up the road a ways, and one never quite gets there. We hope that one of Greenville's new schools will be called the "Possum Kingdom School", and we hereby place that

delightful name in nomination.

What this approach is all about is a sense of folk poetry. Perhaps all school boards should have a Walt Whitman or a Carl Sandburg at their elbows, so that schools can be named to breathe some life and magic and beauty into the work place of childhood.

This whole subject came up because, while going through some records recently, we came across the name of a school that started us thinking. It was called the "Little Hope School." Diligent research disclosed, but we cannot vouch for its accuracy, that it was named after "The Church of Little Hope" behind which the school building stood.

Now this depressed us, for things can usually be counted upon to be bad enough without having to send children to the "School of Little Hope" in back of the "Church of Little Hope".

We are inclined to name a school after Jim Wilson of Mecklenburg County, North Carolina, who, as Superintendent of Schools, saw to it that the "Little Hope School" was closed up in a hurry.

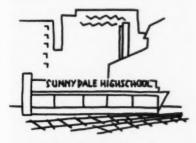
We are inclined, ourselves, to like the idea of having a school named after us, if, following our name, we could deserve the words "who closed the school of little hope forever."



Popularity contest (or, involving the child)



Back to the Indians (this appeases consolidators)



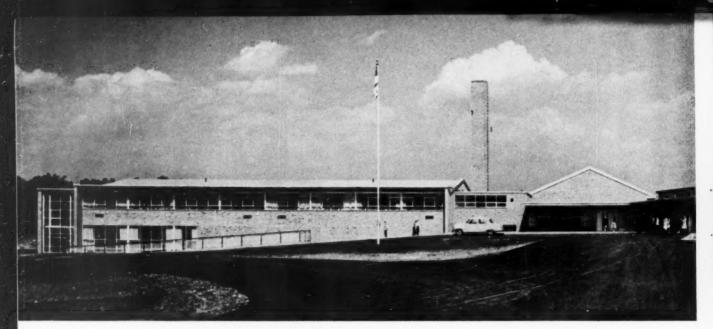
Real estate double talk



Geographical circumbendibus



Pure luck approach (with help of a local Sandburg)



- · Ralph R. Smith Elementary School
- · Central School District #1, Hyde Park, New York
- · Perkins and Will, Architects-Engineers

Elementary School for Hyde Park

by EDWIN A. JUCKETT

Because the people in Hyde Park, New York, feel that school buildings are important educational tools, they took three years for a joint lay-professional study before voting ten-to-one to build a million dollar elementary school to house 550 of their fourteen hundred elementary-age children.

Following the study, the architectural firm of Perkins and Will was assigned to put into form the educational plans and forecasts of parents, teachers and townspeople who tried to envision the school program of the immediate future. The result is their new Ralph R. Smith Elementary School.

After the recent occupation of the building—and about one thousand visitors later—the often-heard phrase, "We were born thirty years too soon," seemed like a warm and very genuine tribute to the people who had planned the building.

This evaluation by visitors, a critic-

al one because so many people visit a school plant to find something wrong, is worth listening to. On a special day set aside for building tours conducted by members of the Citizens Advisory Committee, the lay guides were thrilled because there had been only one vocal criticism. A visiting teacher had exclaimed that she would be "all cramped up to sit and teach all day long at one of those queer teachers' desks." The thrill came because of the lack of criticism: the real teachers' desks had not yet been delivered, and student project tables were being used until the furniture arrived.

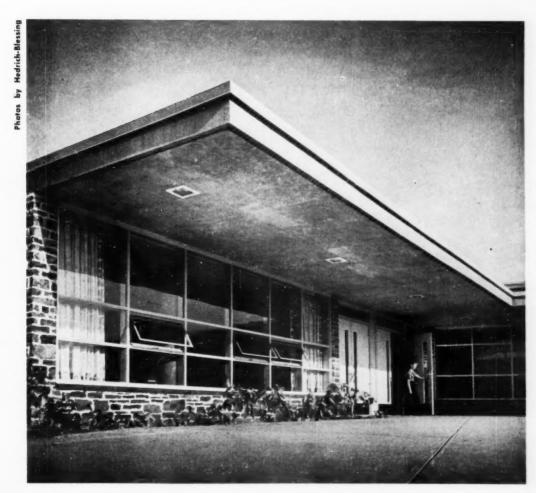
Square classrooms favor varied seating

Classrooms in the new school favor the discussion method of learning, which allows both teacher and student to sit. Almost square, the rooms lend themselves to furniture arrangement whereby all participants in a

Mr. Juckett, supervising principal of the Hyde Park, New York, School District, agrees with some of the new school's visitors: he was born about thirty years

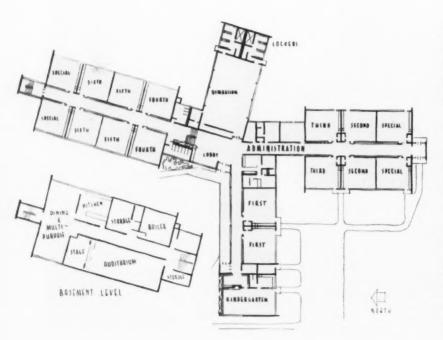


From its approach, the K-6 Ralph R. Smith School spreads out panoramically. Construction is single-story except in far left wing which takes advantage of site slope to provide lower-level auditorium, cafeteria, kitchen and power plant. Tan brick and stone exterior is accented by coral, yellow and blue sash units and doors—colors that are repeated in interior trim. Below: entrance to lobby is protected by 8-foot overhang. Children watch for buses from glass-walled correlar.



December, 1953





discussion can face one another—certainly more conducive to individual expression than a face-to-back situation.

Built-in features aid expanding curriculum

And still in the realm of methodology, there are other features to aid an expanded curriculum that includes not only the three R's but science, health, social studies, art, music and physical education. Building features that will promote integrated learning are found in all classrooms.

For example, science experiments in the classroom are conducted with the help of electric outlets, hot and cold running water and a workbench, Bulletin boards, chalkboards, movable furniture and the "dynamic chalkboard" of movie, slide, filmstrip and opaque projector are learning tools to be found in every classroom.

The quiet is noticeable within the first ten minutes spent in any part of the building. This feature is believed to be very important to the learning process, to the emotional stability of both children and teachers, to the

The kindergarten room, shown at left and below, occupies one end of the primary wing. It has its own entrance and coat room, wall bins for storing rest rugs and gym shoes, and a separate play area for messy work such as finger painting. Daylight is received from three sides; stone fireplace is set in a glass wall.





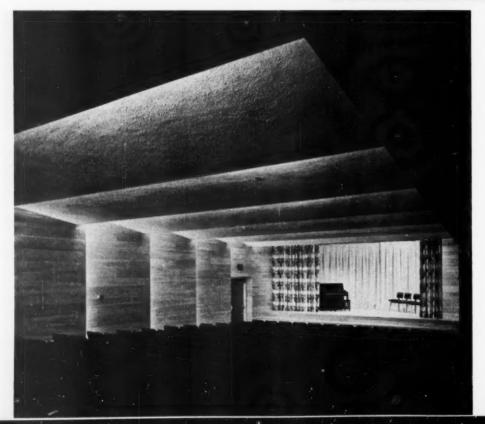
The square shape of all classrooms makes possible a number of seating arrangements. With neutral-colored concrete block walls, acoustical ceiling, asphalt tile floors and furniture, the bright colors of the beams, sash and draperies have an exhilarating effect. All classrooms have sinks; primary rooms have individual toilets.





Stairway off lobby Jeads up to upper-grade classroom wing, and down to cafeteria and auditorium. The cafeteria's tables and seating fold into the wall or are stored in wall cabinets to form a large multi-purpose room. Accordion cloors divide the area for smaller group activities. Tables are of different heights to accommodate youngsters of all ages. The compact auditorium is designed so that all lines focus attention on the stage. Lights are recessed between parallel wood walls and between sections of sloping ceiling. The stage is easily reached from the corridor, from aisle at right, and from the audience up the stepped apron.







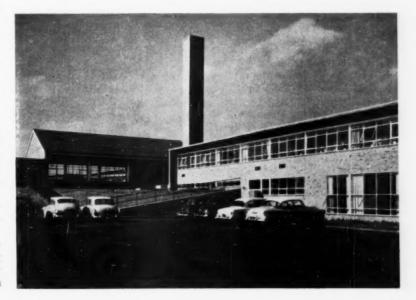
The playroom-gymnasium opens directly off the lobby and is well separated from classroom areas. Laminated wood arches, brick end walls and coral painted purlins make it an invigorating room. Both the gym and the lower-level auditorium and cafeteria, as shown below, are readily accessible from the parking and service area. This wing of the school hides the parking-service area from the street.

morale of the school, and to just plain discipline, if you please. Contributing to the quiet are not only the acoustical tile and other sound trapping building materials, but also the four-separate-wing plan. This combination has eliminated the hubbub that sometimes accompanies learning in less fortunate surroundings.

Teachers observe pupils' reactions to building

And how do the children react? According to one teacher who has taught in both the new and former buildings: "Children are becoming more stable in these new surroundings, less ill at ease and not so tense. The children work better and are easier to manage. I have fewer discipline problems."

Other teachers in the building have voiced similar observations, pointing to such physical reasons as the gay colors, well-lighted corridors, built-in



safety features, the toilets and washrooms in lower-grade rooms and
drinking fountains in all classrooms,
and the articulation of indoor and
outdoor environment. (It wasn't exactly planned this way, but a woodchuck who frequented a niche below
a classroom window and an obliging
bird who built a nest on a window sill
helped to teach several nature lessons
during the spring.)

Integral washrooms make it "like home"

The item of individual washrooms and toilets takes much of the regimentation out of school. No longer are there queues at "basement period," and incidentally, no longer are there mayhem scenes in gang toilets. The toilets and washrooms are integral parts of the rooms, just as they are integral parts of the home. Students use them as they need to, and return to their work—all very natural and without regimentation or horseplay.

It is perhaps significant that one parent mentioned, "The children seem to take greater pride in their personal appearance." Scrubbed faces, shined shoes, starch and curls-all attributes of every annual opening day-seemed to appear week after week. It is difficult to say with authority that bright colors, light corridors and home-like surroundings were the causes of this upgrading of personal habits. On the other hand, it is easy enough to see that this new environment, combined with a pride of ownership and belonging, could easily have effected such an improvement.

Planning acknowledges changes in education

These features of the new school mark a change in learning and work spaces for active children. The change is pointed up by reading the minutes of a school meeting held in Keene Valley, New York, one July when a clerk recorded, "It was voted to bild a schule biginuf for forty sitters."

That vote was in 1818. But since that time it is recognized that there have been great changes not only in methods but also in aims, curriculum, numbers, percentage of local children who attend school, culture and technology of the people, and national and international patterns of living. The people in Hyde Park considered these changes during the planning period; the teachers and children in the new school will attest their success.

Materials used

in the Ralph R. Smith Elementary School

FOUNDATIONS:

Type: reinforced concrete.
Waterproofing: heavy duty pitch.

STRUCTURE:

Exterior walls: face brick or field stone with concrete blook back-up, exposed on the interior.

Interior partitions: exposed concrete block, brick and stone.

Structural system: reinforced concrete columns and beams.

Floor construction: concrete slab on 6 inches of crushed stone, upper level concrete, pan construction.

ROOF

Gymnasium roof: laminated wood arches by Unit Structures, Inc.

2-inch x 6-inch wood roof deck and asbestos shingles.

Other areas: reinforced concrete with 1-inch rigid insulation board by Insulite Division of Minnesota and Ontario Paper Co.; 20-year bonded tar and gravel roof by Koppers Company Inc.

SHEET METAL WORK:

Flashing 16-inch copper.

INSULATION:

Ground floor: perimeter pipe trenches

Roofs: (see above).

Sound: auditorium-acoustical plaster by "Kilnoise;" other areas %-Inch acoustical tile by Celotex Corp.

WINDOWS:

Steel projected operating vents by Lupton, set in wood frames.

Glass: 3/16-inch, A quality, 40-oz. sheet glass and ¼-inch polished plate. Screens: kitchen and multi-purpose room by Lupton.

FINISH FLOORINGS:

Asphalt tile by Armstrong Cork Co.

Gymnasium floor: maple.

WALL COVERINGS

Vertical tangue and groove Ponderosa pine used as tack surface.

Tack boards: painted burlap. Chalk boards: black slate.

CABINETS:

Natural finish birch with linoleum tops by Armstrong Cork Co.

TRIM:

Birch door trim throughout.

HARDWARE:

Panic devices by Von Duprin; closers, LCN; locks by Schlage.

PAINTING

Exposed concrete block: Glidden's "Spred;" other: Pratt & Lambert.

ELECTRICAL INSTALLATION:

Wiring system: conduit—Spang-Chalfant, wire—General Cable Corp., outlet boxes—Steel City Electric Co., switchboard and panels—Standard Switchboard Co.

Switches: The Bryant Electric Co.

Fixtures: Fullerton Mfg. Corp. (fluorescent).

Program system, time clocks, fire alarm system: Standard Electric Time Co.

PLUMBING:

Fixtures: American Standard.

Soil pipe: cast iron.

Branch wastes: cast iron and galvanized.

Waterclosets: connections in lead.

Water pipes: galvanized steel.

HEATING:

Classroom ventilation: unit ventilators by Trane.

Auditorium ventilating by Trane.

Exhaust fans: Herman Nelson.

Boilers: Pacific Boiler Div. Fuel #5 oil with rotary cup burner by Petro.

Fin pipe radiation and enclosures by Warren Webster.

Gymnasium unit heaters by Westinghouse.

Grilles by Titus Mfg. Co.

Thermostats by Minneapolis Honeywell.

Valves: automatic—Minneapolis Honeywell; hand—Jenkins

Water heater and storage tank by Taco.

Vacuum pump: Dunham Duplex.

Educational Planning and City Planning

from the editors

City planning must receive more attention from school administrators. Educational planning, about which little is known and less done, is integrally related to total community planning. Educational planning cannot be done without understanding the objectives and plans of other agencies which also affect the life of the community. In the Planning Section this month a group of distinguished community planners present from their points of view the relation of educational planning to community planning.

The first article points out how cooperation between educational administrators and city planners can benefit both. Its authors are the noted planning consultant Harold S. Buttenheim and C. Eric Carlson, editor and associate editor respectively of THE AMERICAN CITY, leading magazine in the municipal field.

Lawrence Livingston shows how city planning can help schools solve or avoid the problems that come with urban decentralization. He is planning consultant for John Carl Warnecke, AIA.

Just what is city planning? As former community planner for the TVA, Howard K. Menhinick should know. Now city planning professor at Georgia Institute of Technology, he tells how a city "master plan" is drawn up and revised and describes the methods used to effect the plan.

Not the mechanics of planning, but the attitudes and human relationships it calls for, are discussed in Harry W. Gillies' article. Formerly a practicing city manager, he is eastern manager for Perkins and Will, architects.

The four avenues by which schools and communities can coordinate their growth demonstrate . . .

The Relation of Educational Planning to Community Planning

by HAROLD S. BUTTENHEIM and C. ERIC CARLSON

E DUCATIONAL planning and city planning are closely intertwined. Both have as major objectives the orderly growth and general welfare of communities.

Educational planning seeks to create a pattern of physical facilities and an administrative structure that will best encourage individual development and a high grade of citizenship. Similarly, city planning is increasingly concerned with important phases of educational planning—the location and protection of school structures and environments and the enlisting of the general citizenry in community improvement efforts.

More specifically, the city planning commission is concerned with all the facilities needed to promote orderly urban growth, to see that streets, parks and playgrounds, libraries, hospitals, and other public buildings are soundly conceived and located. The local school board must take an important role in this planning process and cooperate with it, because school needs and neighborhood and community needs have so many common characteristics. Moreover, when pressures for school building and improvement programs are too acute to be denied, action often proceeds on the acquisition of school sites and their improvement before other needed community facilities are planned. So, it is often the school programs that provide the spark to ignite other improvement efforts.

Educational planning and city planning are, therefore,

essentially similar in concept. Wherever possible, school boards and city planning commissions should establish cordial working relationships. They should support, through staff action and through public action, each other's efforts and programs. There are at least four major reasons for such cooperative planning and action:

1. Fact finding, analysis, and mapping. Duplication of effort can be avoided in the pinpointing of population trends and movements and other factors of common concern.

2. Municipal action. The aid of various departments will be needed for such essentials of a desirable school-community environment as utility services, traffic planning, good zoning and integrated recreation systems.

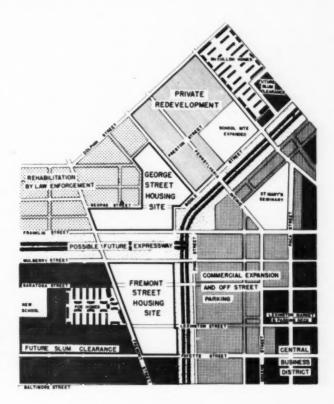
3. Finance and taxation. Money for general public improvements and for school needs generally comes mostly out of the same pocket, fed from the same tax base.

4. Citizen interest and participation. Often, similar techniques can be used for carrying out educational plans and city plans, and these techniques can reinforce each other.

Dual use of fact-finding, surveying

School boards and planning commissions, at least in moderate-sized communities, are usually composed of enpaid citizen and ex-officio members who rely on the services of paid staffs or consultants, sometimes both, to aid in formulating and carrying out their programs. Fundamental to any planning program is the making of surveys, and the gathering, analysis, and recording or mapping of facts and information. The same facts similarly presented and agreed upon will often yield the same conclusions and recommendations, even though two different deliberative bodies may be involved. Some of this fact-collecting can be done with the aid of volunteers

Mr. Buttenheim is editor of The American City magazine a post he has held for 40 years. Mr. Carlson is associate editor of The American City.



Area studies such as this, for example, showing commercial locations, traffic arteries and population centers, can be developed and used by both school boards and city planning commissions to avoid duplicated effort in matters of common concern.

or existing agencies, but technical assistance will usually be needed for its proper analysis and interpretation.

The planning board usually is, or should be, the depository of most of the information required on community facilities and features. The official map of a community, for example, will show all the public building, facilities, and lands (including those reserved for future public use). Land-use regulations and zoning ordinances and maps are also usually available, in addittion to topographical information. Assessment maps, showing individual homes and other structures and their value, should also exist or be provided, as well as maps showing new subdivisions and the shifts they cause in population centers.

Many other types of information are valuable to both planning boards and school boards, such as census figures, industrial location trends, housing studies, birth and health statistics, income, utility usage and forecasts.

City planning commissions are charged with the responsibility of preparing master plans for the development of the city as a whole, and one of their first actions should be to complete an analysis of population growth and trends. This should afford a fairly accurate prediction of future school population, but must be closely examined and supplemented from year to year with such material as annual school census figures, maps showing residence distribution of pupils, and changes in heavy traffic flow.

In finding the facts, today's needs are not the only ones which must be analyzed. Even though they involve a certain amount of speculation, analyses should be made of the needs for ten years from now, twenty or even thirty years. How extensively schools and their sites can and should be used for community activities, what areas are to be served, whether boundaries need changing, and the financial condition of the community—these are other factors that must be determined.

The facts gathered may show that two schools or more should serve where one is now overloaded, especially as this may also add to the supply of park and play space in an area lacking adequate recreation facilities. The facts may show that early site acquisition on a large scale will be one of the community's wisest and soundest investments. In some cases they may show that long-term regional population trends are on the decline, and that although current enrollment peaks may be high, there will remain questions of maximum utilization of school facilities after these peaks have passed.

Municipal action for over-all planning

Municipal planning and action are important in promoting and maintaining a favorable school-community environment. This would include attention to such factors as traffic and transportation. Every effort should be made to avoid the necessity for school children to cross major traffic arteries, or to have such arteries cut through neighborhoods. Where possible, such traffic should be re-routed, and new arteries placed instead to separate neighborhoods or serve as neighborhood boundaries.

Zoning, a tool of city planning, can be a factor for influencing the growth of particular areas and for **pr**eserving school sites from encroachment by unwanted land uses. Because zoning influences the density of population, it is a guide—at least a rough one—to over-all anticipated general school enrollment needs.

Municipal action is also needed with regard to such factors as smoke, noise, dirt and odors which affect health and comfort in school areas, and, of course, for the provision of necessary utilities. It is the responsibility of educational planners, however, to insure that their sites are at least large enough to make provision for off-street parking facilities required to meet school and community event needs.

In the field of pooling school and municipal park and recreation resources, great progress is being made through cooperative planning efforts. Formal agreements endorsing the general principle of cooperation in the acquisition and improvement of properties have been reached by school and city authorities in a number of cities. In some others, informal methods are in operation.

Finance and taxation through capital budget

Careful attention must be given to the timing and financing of new construction, especially if the public is to be called upon to approve bond issues. Otherwise, the local taxpayer may rebel and turn down all bond issue

Persons interested in educational and city planning can frequently arouse public interest by citing the need for diversification of tax sources and for greater aid and more equitable distribution of revenues from state and other governmental units.

In some cities the planning commission puts its comprehensive plan into effect through a capital budget, usually a six-year program, which may include a review of school building proposals. Money is allocated only to projects to be undertaken the following year—with each department, such as parks, schools, and hospitals, presenting its requests to the planning commission for funds to undertake improvements during that year. This enables the commission to review the budget annually in the light of new trends and data, and to revise the six-year plans where necessary. In this way all projects can be analyzed in relation to the needs of other departments and to their relationship to the over-all city plan.

If there is no such coordinating procedure, the park department might find itself building a park in a neigh-

Will today's new schools be half-empty in twenty years?

What is the relation between . . .

Urban Decentralization and Schools

by LAWRENCE LIVINGSTON, Jr.

DIRECTIONAL GROWTH
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Maps indicating sites for which building permits have been secured help city planners determine the direction of population growth of an area. EVER SINCE the advent of the automobile American cities have been decentralizing. Vacant tracts and agricultural lands progressively have given way to urban development. After gaining momentum in the 1920's and slowing down during the depression of the 1930's, this movement has accelerated tremendously in the past decade. The growth of most of our metropolitan areas has been explosive.

New residential communities, shopping centers and industrial plants have sprung up almost overnight. A high percentage of the families who have settled in these new developments have school-age children, and they have created a pressing need for schools, schools—and more schools.

Most school districts in rapidly growing areas have not been able to build fast enough to keep pace with the demand. A majority of suburban elementary schools are crowded, and many are operating on double sessions.

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borhood at the same time that the board of education is building a school there. With review and analysis, joint planning could combine the proposed school with the proposed park, thus making a larger community facility available to the neighborhood.

Utilize citizen interest and participation

Both educational planning and city planning have many points of common concern with citizen interest and participation. A function of a school is to improve the quality of living in the community of which it is a part. Educational planners and city planners are, therefore, finding it to their mutual interest to introduce educational literature on community development, civic affairs and city planning in the school systems themselves. This has the double advantage of interesting both the children and the parents who often absorb involuntarily their children's "lessons."

Community councils or citizens' groups interested in over-all community development or those especially concerned with school betterment are increasingly improving their techniques for arousing community action. They are focussing on clear objectives, obtaining group judgments and inviting broader participation. Development area councils can aid in stimulating regional thinking on school problems that may stretch outside municipal confines. Both educational planners and city planners have great responsibilities in informing the people on basic issues, and must face up to these responsibilities in a straightforward way as a prerequisite to obtaining community interest and action.

These are some of the ways in which educational planning and city planning are related to each other in a more or less official sense. It should never be forgotten, however, that both fields are, after all, concerned with the development of the whole man and the environment in which he will best thrive. Anything that can be done to break down the artificial barriers between community agencies interested in these objectives will be to the ultimate good.

Greater cooperation and joint planning and sharing of programs will reduce duplication of work, yield tangible economies and produce an atmosphere conducive to greatly enhanced community improvement efforts.

New plants and additions to existing buildings are being constructed as rapidly as possible.

The heavy load now congesting the elementary schools is beginning to descend on the junior high and high schools. Some communities already are prepared to fulfill this need. Others are so overburdened with their elementary school expansion programs that they have been unable to equip themselves adequately to meet the junior high and high school problem, even though they realize they soon must face it.

Building new schools at current prices is extremely expensive. Land costs have risen 500 percent and more in fast-growing suburban areas. Despite structural innovations and design economies, the trend in construction costs is upward. In outlying communities school tax rates have risen proportionately faster than the rates of other taxing jurisdictions.

Realizing the magnitude of the school districts' responsibilities, the voters have approved millions of dollars worth of bond issues since the end of the war. However, recently they seem to be increasingly reluctant to authorize additional expenditures.

Small-home developments decrease tax base

Many post-war suburban communities have been built up entirely or predominately with small homes. These properties have low assessed valuations, and the local tax base is decreased further by veterans' exemptions. Consequently, tax rates are far higher than they are in communities with more balanced patterns of development. Commercial and industrial properties have relatively high assessed valuations. These districts bear a heavy share of the tax burden, although they require fewer public facilities and services and, of course, need few schools.

In San Mateo County, California, a bedroom suburban area, the problem of low assessed valuations and high

school taxes has become so acute that a campaign to attract light industries has been organized recently. The slogan is "Homes and industries can live together".

While schools in urban fringe areas are loaded to the gunwales, in many of our central cities schools are operating at less than their capacities at all grade levels. In San Francisco, for example, more than a dozen schools have only one-half to two-thirds the enrollment they could accomodate, and a high school was closed down this year for lack of attendance.

Many couples with children move to suburbs

Except for the low-income group, a large percentage of families with children has moved to the suburbs. Accommodations in the central city principally are sought by newly-weds and older couples whose children have grown up and moved away. Many older couples still occupy the city houses they lived in when their children were of school age.

The question might be asked whether, when the present city occupants die and their houses go on the market, many large families may not return to the central city. The answer probably depends on the extent to which the disadvantages of urban living are remedied by current programs of redevelopment and rehabilitation.

Since so many of our city schools are running under capacity today, it is reasonable to question whether we made a sound investment in building school plants in the 1920's, the period of great city growth. We constructed buildings designed to last 60 years, and now, 25 to 30 years later, we find that we could get along with 30 to 50 percent fewer classrooms in some instances.

Will today's new schools be full in 1973?

The same question logically might be asked about the thousands of suburban school houses that have been built since 1946. How can we be sure that they will be used to

full capacity throughout the period of their useful life? The issue is particularly significant because so large a share of our expenditures on public facilities goes to education.

In some communities it is fair to say that the level of expenditures for municipal services, such as recreation and libraries, is lower than it should be because of the excessive cost of building and operating schools. How then can we protect our investments?

Some commentators contend that we need have no fear for the future of suburban communities. We are told that we may expect today's felicitous combination of the advantages of town and country living to persist indefinitely. If this were the case, we could be assured that the post-war suburbs would continue to attract new population and full use would be made of school plants until they were ready for replacement. But a close look at our recently developed fringe areas makes us wonder how long they will be considered desirable places to live—and whether there will be empty classrooms in their schools 20 years from now.

Many suburbs are potential slums

Many residential subdivisions have been laid out without relation to any comprehensive plan for community development. They are located far from schools, community facilities and shopping centers, and they are not adequately served by public transportation. Often these new developments consist of monotonous rows of identical or nearly identical little houses lined up along straight streets. The trees that were the chief natural assets of the site before it was subdivided disappeared when the bulldozers came. Street improvements and utility installations are of substandard quality. In many subdivisions sidewalks, street lighting, sewers or storm drains are entirely lacking.

In view of these conditions, without exaggeration it can be said that many potential slums have been built in the frenzied drive to meet the post-war demand for housing. There is little reason to believe that in a few decades these low-quality subdivisions are going to be

substantially better places to live than the blighted areas of our central cities.

As residential development has spilled out into urban fringe areas, business and industry also have decentralized. Shopping centers have sprung up to meet the needs of the new population. Some of the new commercial districts are attractive, planned units, but most of them have followed the roadside "ribbon development" pattern of the past. Industrial enterprises, in search of large sites for modern single-story plants, have moved to the suburbs.

With the decentralization of business and industry has come the emigration of many working class families from the city. The suburbs no longer are the exclusive preserves of the upper and upper-middle income groups. In the eyes of some of these people their communities no longer are as desirable as they once were. Those who can afford to have moved farther out from the urban core.

Is the decentralization trend going to continue indefinitely? Are the new communities we have built since the war going to deteriorate? Are they going to be occupied primarily by low income families, as some of our central cities are today? Are middle and upper income families going to continue to move farther from the central city, despite the inconvenience of commuting?

In short, are we going to allow our suburban towns to be infected by the same kind of decay that has blighted our central cities? At stake are not only our investments in new schools, but also the high percentage of the national income that has gone into building homes, stores, streets, utilities and other community facilities since the end of the war.

Need long-range plans for urban fringe

Actually a substantial proportion of the land in urban fringe areas still is undeveloped. To ensure that these areas become future community assets, long-range plans for sound development should be prepared now. The plans should be implemented by adequate land use regulations, primarily by zoning and subdivision ordinances.

Similarly, many unplanned new communities can be



New highways may create traffic hazards in once safe and peaceful neighborhoods; others are properly routed around residential areas, providing good connections.

Mushrooming, unplanned-for developments can be bad: they create a sudden need for schools, but decrease the tax base with low valuation and absence of business.



protected from deterioration by looking ahead and taking steps to prevent future problems from arising. Strict protective development controls should be enacted immediately by local legislative bodies. Administration of such laws should be directed unswervingly toward a single objective: community improvement.

Special problems, such as unsafe traffic conditions, recurrent flooding and industrial nuisances, should be faced honestly, and solutions should be worked out without delay. Needed community facilities and services—recreation areas, parks, libraries, shopping centers, transit lines and the like—should be provided as soon as possible by both public and private action.

Each new residential community should be designed to meet standards which will ensure that it always will be a desirable place to live. Among the most important factors in achieving this objective are these:

These make for a lasting community:

- 1. High standards of building construction.
- Good architectural design, creating harmony but not monotony.
- 3. A variety of types and sizes of residential accomoda-
- 4. Adequate open spaces around each residential unit.
- Streets designed according to function: through arteries, feeder streets and residential streets.
- Street layout which is visually pleasing and minimizes traffic hazards.
- High quality street improvements, utilities, drainage and lighting.
- 8. Preservation of natural assets of the site.
- Well-located schools, recreation areas, parks and other community facilities on adequate sites.
- 10. Conveniently located shopping centers.
- 11. Good mass transit service.
- Easy access to places of employment and social and cultural centers.
- 13. Separation of inharmonious land uses.
- Sufficient industrial and commercial land within the community to provide a sound tax base.

Some of these factors depend only on skillful neigh-

borhood or community design, which can be achieved by planning at the local level. But planning on a metropolitan area-wide scale is needed to accomplish some of the key objectives. For example, only a plan covering the entire metropolitan region can prescribe a land use pattern which makes sense in terms of sound relationships between major residential, business, industrial and recreation areas.

Likewise, regional planning is the essential basis for working out a comprehensive transportation system including freeways, highways, major thoroughfares and mass transit lines. Metropolitan area-wide patterns of land use and transport routes—not merely local patterns—determine whether access is easy or difficult to work places, commercial centers and other major traffic generators. Only by planning on this broad scale can land be earmarked for its most logical use.

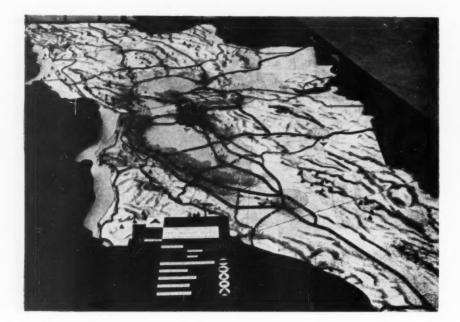
In many urban fringe areas lands far better suited for industrial or agricultural use have been subdivided into residential lots. In other regions improper location of industries has created air and water pollution problems.

The new freeways and highways we recently have built have proved to be either a blessing or a curse, depending on whether they have been well located with respect to land uses. Some have created traffic hazards and noise in once safe and peaceful neighborhoods, while others properly have been routed around residential areas and provide them with convenient connections to places of employment, shopping facilities and social centers.

Both regional and local planning needed

Both regional and local planning are needed to remedy the mistakes of the past and to avoid repeating them. We need master plans, blueprints of skillfully devised future development patterns, to guide us in keeping our new communities stable and sound. We must enact the legal controls necessary to translate our plans into action.

The problem of protecting the millions of dollars we have invested in postwar schools is only part of the larger problem of safeguarding the billions we have spent on overall community development. We owe it to ourselves and our children to preserve what we have built.



This model of the master plan for the San Francisco Bay Area shows how the region plans to expand to meet the needs of the one million additional people it expects by 1960.

School planning is only part of a larger cooperative effort. The administrator should know . . .

What is City Planning?

by HOWARD K. MENHINICK

PLANNING and developing a total community has the same logic as planning a school system in its entirety or planning a complete house. It is, however, a somewhat more complicated and less precise process than planning and building a school system or a house. Not one agency but many public and private institutions and thousands of individuals participate in carrying out the details of community development within a broadly planned framework. This is as it should be in a democracy.

An important agency that plans and develops one of the many facilities that together comprise a community is the school authority. This agency, like the other planners and builders of parts of a community, cannot prepare its plans properly without an over-all guiding city plan that shows present and probable future population distribution and land uses.

To the school authority, the greatest single advantage

of such a guiding plan is perhaps the help it provides in forecasting the location of school children during the useful life of each school building that is to be located and built today. We are all familiar with school buildings that are still adequate but are located in districts in which there are no longer enough children to utilize the facility effectively. At the same time there may be other districts in which existing schools are too small for the number of children to be accommodated.

Good city planning helps schools

Good city planning may not completely eliminate such situations, but it can prevent the occurrence of many of them. It can facilitate school system planning in other ways, also. For example, sites required for future school purposes may be reserved in advance of need through official map procedures (described below) or may be acquired at acreage prices at the time new land is being subdivided for residential purposes. City-wide recreation systems and school play grounds may be planned together, with over-all economies and the avoidance of duplicating facilities.

School authorities have so much to gain from good community planning that it behooves them to support

Mr. Menhinick is regent's professor of City Planning in the Architecture Department, Georgia Institute of Technology, Atlanta, Georgia. the planning agency in their community and to work closely with it in the planning of their school system.

How does a city go about planning? Most states have authorized their cities and counties to establish local planning commissions charged with the duty of preparing and administering comprehensive plans for the development of their community.

A Planning Commission is normally composed of five or more unpaid citizen members appointed by the Mayor or other Chief Executive Officer for overlapping terms of three or four years. In addition, it usually contains such ex-officio members as the Mayor, a member of the legislative body appointed by it, and the head of one or more departments such as the Department of Public Works or the Park Department. The ex-officio members serve during their terms of office.

The powers of a Planning Commission are advisory only. It is customary, however, to require the governing body to refer to the Planning Commission for review and recommendation in advance of action any matter involving the physical development of the city.

The Planning Commission may engage a city planning firm to prepare a community plan or it may develop a plan with its own staff with or without the aid of a planning consultant. In any case, a continuing planning staff is essential, for planning is a continuous rather than a one-shot enterprise.

City planning is not a one-shot job

A staff is needed to aid the Planning Commission in the day-by-day administration of the planning program, to keep the plan up to date and to revise it as unfore-seen events occur. An alert planning staff which works closely and in harmony with the local government will be able to make certain that day-by-day administrative decisions are made in conformity with the community plan. This device is one of the most effective and least costly methods of plan effectuation.

Cities grow and change each day, whether or not they have a city plan. Every time a new street is constructed or paved or widened; every time a sewer or water line is enlarged or extended; every time a house, a store or an industry is located and built, some city planning has been done. The question is not "to plan or not to plan". Every city has to plan every day. The only question is whether the planning shall be done piecemeal, hit-ormiss, or whether it shall be done on the basis of a long-range comprehensive plan that provides "a place for everything and everything in its place". The latter is obviously the only sensible method.

The steps in planning normally start with studies of a community's present and anticipated population, economic resources, traffic flow, existing land use, and the like. For many of these studies and for the plans that follow them, adequate base maps are required.

Map shows proper relation of facilities

After the initial studies have been completed, work on the plan, itself, is begun. A comprehensive city plan shows the desirable location and extent of all of the facilities that comprise a city—its streets, transit lines, railroads, port, airport, water-supply and sewerage systems and other utilities, schools and other public buildings, parks, playgrounds, and other public open spaces, and so on—all properly related to each other.

Following the completion of the guiding master plan, there are prepared the tools for implementing it. These tools may include the following.

Tools for implementing master plan:

1. Zoning Ordinance. The zoning map and ordinance regulate the use of land, buildings and other structures for residence, business, industry and other purposes; the height of structures; the portion of each lot they may occupy; the maximum permitted density of population and other matters. The zoning ordinance is enforced through the issuance or withholding of building permits by the building inspector.

2. Land Subdivision Regulations. These controls assure that newly developing areas will have streets of proper width, gradient and curvature, lots of adequate width and depth, sites reserved for required schools, parks and playgrounds and other public purposes, and the like. The regulations may also require the grading and surfacing of streets and the installation of water-supply and sewerage facilities by the subdivider in advance of the final approval of his plat. In lieu of the advance provision of these improvements, the subdivider is often permitted to post a performance bond guaranteeing the completion of the improvements whenever the city determines that they are required.

3. Official Maps. These maps show the accurate location of existing and proposed streets and the new boundaries of streets that are to be widened. They may show also the boundaries of sites that will be required in the future for other public purposes. The construction of buildings or other permanent structures within mapped boundary lines is prohibited. This protection of future streets and other public areas against encroachment simplifies and reduces the cost of their later acquisition.

4. Capital Improvement Program and Budget. A sixyear capital improvement program and capital expenditures budget includes all major capital improvements proposed to be carried out in each of the years. Included are such improvements as streets, utilities, and public buildings. At the beginning of each fiscal year, the items to be constructed during that year are transferred from the capital expenditures budget to the annual administrative budget, the entire capital improvement program is reviewed, and projects for a new sixth year added.

Daily actions must conform to plan

Important as are these tools for the carrying out of a city plan, it is worth noting again that much of a city plan can be accomplished quietly, effectively, and at no additional cost, by making certain that whatever improvements are made each day in the development of the city by either public or private agencies or individuals conform to the long-range city plan. Planning on a continuous basis, properly conceived and executed, makes possible the economical and sound development of all the features that comprise a city.

School authorities, like those responsible for other aspects of community development, have much to gain if their school system can be developed within the environment of a well-planned community.

Whatever method is used to establish a program of joint planning by school officials and community agencies . . .

Cooperation Is the Key

by HARRY W. GILLIES

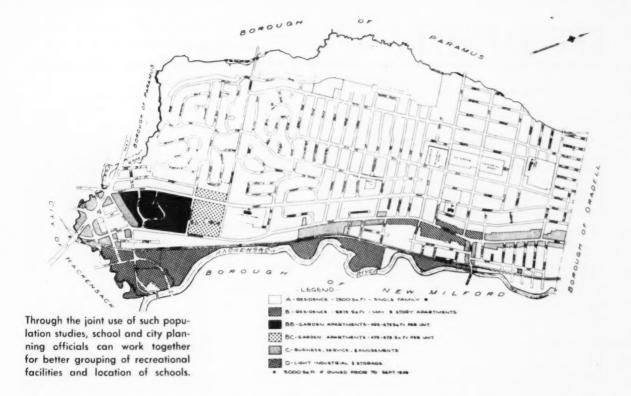
In a recent article in The School Executive, Archibald Shaw, superintendent of schools in Scarsdale, New York, made the following statement: "Cooperation is basically an attitude. It does not spring full-blown but must be nurtured tenderly. It is also a collection of techniques—which, of course, are useless unless undergirded with that basic attitude."

If this is applied to cooperation between two independent municipal authorities such as boards of education and city planning agencies, the basic ingredient in "attitude" becomes the *desire* to mutually share and solve problems. Desire, in turn, depends on *understanding*, both of each organization's own and of the other's functions and purpose.

Unfortunately, the specific role of a city planning agency is infrequently understood in a community. Too often the agency itself confuses its long-range purpose with the routine operating details of everyday government. At the same time, a board of education may be unaware of the implications of its own actions, particularly of the effect of a school building program on the community's future growth and welfare. An understanding of each organization's role and appreciation of the value of working together will yield increasing dividends to both groups as well as to the community for which each works.

There are several techniques that might be employed to promote this "attitude" on the part of school boards and planning agencies. The major objective of these techniques is to maintain a constant exchange of information so that both agencies can be mutually informed. The solutions to problems will then almost automatically be reached. Generally, it would be desirable to work out minor problems at first until a mutual trust and awareness is developed and the two agencies are accustomed

Mr. Gillies is the eastern manager for the architectural firm of Perkins and Will. He has previously served as assistant to the city manager in Winnetka, Illinois; executive secretary of the Evanston, Illinois, Plan Commission; and city manager of Newton, Iowa.



to working together in the joint solution of problems.

Here are some techniques that will help this process:

 Have staff representatives of these two agencies meet fairly regularly to exchange ideas and information and become aware of each other's operations and activities.

• Include either the superintendent of schools or one or two board of education members, or both, on the city planning agency.

 Use the "Joint Chiefs of Staff" method of coordination on the citizen level, by which the elected heads of the several municipal authorities meet regularly to coordinate their activities.

 Have school and city agencies share the services of an outside consultant employed to work on a particular problem.

How do these techniques work? Here are examples.

The annual school census is not only required usually by state law, and in some cases by federal regulations, but it is a prerequisite for boards of education in anticipating future school enrollments. At the same time, the city planning agencies need current population data for their various studies concerning traffic, parks, recreational areas and housing. Several communities have recognized this joint need and through the efforts of the staff employees of these two agencies have developed a census card which includes all of the pertinent information desired and needed by both groups.

In another community, after several years of study its city planning commission aided by its board of education members was able to vacate and close one block of a street in order to expand a school playground.

Another example of cooperation through joint membership was the recent purchase and development of a park-school site in a new, fast-growing city area. In this case, the board of education had informed the city planning agency of its anticipated school buildings needs, and the city planning agency acted as a coordinator of city and school board activities.

Another example is the establishment of a "tot lot" for kindergarten and pre-school children on one community's school grounds to serve both school and neighborhood children. Through its studies of recreational areas available in that section of the city, the city planning commission was able to emphasize the need for additional recreational facilities and to secure the cooperation of the school board for their provision.

And what happens when cooperation does not exist? In one city last spring, a bond referendum was held for three city and two school projects, initiated by three independent municipal authorities. Result: one city and both school issues failed. Perhaps this could have been avoided if some technique such as the "Joint Chiefs of Staff" meeting had been employed to coordinate the programming and timing of capital improvements.

An example of too-little-and-too-late cooperation was the recent relocating of a school entrance, for traffic control, after the contract had been let and work started. Not only did this result in an additional cost to the community, but there still exists some doubt as to whether the final solution is best for the community. Cooperative planning at the beginning of this project, and based upon previous experience, probably would have resulted in a better solution as well as a substantial saving to the community.

Cooperation is not just a one-time venture nor does it depend upon the use of any one method or technique. "Cooperation is basically an attitude," which rests upon an awareness and appreciation of the responsibilities and activities of the other party.

SPOTLIGHT

news of the educational field

New Commissioner Brownell Supports Local Responsibility for Public Schools

The recent appointment of Dr. Samuel M. Brownell as United States Commissioner of Education was received with approval by members of the educational profession.

As president of State Teachers College, New Haven, Connecticut, and professor of educational administration at Yale University Graduate School, Dr. Brownell brings unusual ability to the highest and most influential educational post in the nation.

Succeeds Thurston, McGrath

He succeeds Dr. Lee M. Thurston as a recess appointee who must be confirmed by the Senate when it reconvenes. Dr. Thurston, who died in early September after two months in office, had followed Dr. Earl J. McGrath as education commissioner. The latter had resigned to protest Congressional cuts in the education budget. Dr. Thurston was successful in having funds restored to within 1 per cent of the original budget request.

As Dr. Brownell assumed his duties November 15, he faced several key educational issues and problems. There has been some controversy about many of these, particularly on the question of where the federal government should stand in relation to state and local areas. How does the new Commissioner feel about this?

"In a democratic society it is a sound position to have education a state function, with the responsibility delegated to the local communities," he told Benjamin Fine of the New York *Times* recently.

Dr. Brownell recognized that "there is a national concern so far as education is concerned if for no other reason than that of our national security."

However, the federal government should not go beyond the function prescribed for it now by Congress which is to provide strength and

stimulus for improvement for local and state levels, he emphasized.

The new commissioner strongly believes that all segments of education, from elementary schools up, must work together to face problems as a united group.

Adequate teacher preparation is by far the most fundamental need of education today, Dr. Brownell emphasized, singling this problem out for special attention.

"I believe that the foundation of teacher education is a broad and thorough general education which will prepare the future teachers to be good citizens. I think that is fundamental."

Besides a basic knowledge of subjects that he is to teach, "the teacher should have a good background in the history of education, the function of schools in a democratic society and the contribution that education has made."

They must also understand the learning process and be able to deal with the humanity in people, the new Commissioner went on. This would help them understand how their pupils grow and develop.

"Above all, those planning to go into education should understand the philosophy of teaching. The teacher should know how to apply the learning process to the individual. In its best form, that comes from supervised practice and careful orientation in the teaching field," Dr. Brownell explained.

Wants higher teacher pay

To recruit more teachers, they must be offered higher salaries, better community status, more pleasant working conditions, smaller teaching assignments, and more attractive and challenging training programs, he continued.

A good public relations program will help the people understand the



Yale News Bureau Samuel M. Brownell

need for these goals, and will encourage them to allocate additional

funds to support them.

"The people of this country are willing to pay for what they think is important. This is shown by the upsurge in the last few years in the interest in and support of the public schools."

A report written by Dr. Thurston before his death called for a complete study of the Office of Education to increase its effectiveness. Parent-Teacher Associations, with a national membership of 8,000,000, could be a potent force along these lines, he emphasized.

Born in Peru, Nebraska in 1900, Dr. Brownell received his master's and doctor's degrees at Yale University. He was appointed professor of education at Yale in 1938 and named president of New Haven State Teachers College in 1947.

Dr. Brownell is a life member of the National Education Association. He has served as president of the organization's Association for Higher Education, and has been active in several NEA commissions and departments.

Annual Outlay Per Pupil Increases 4 to 5 Percent In Cities Maintaining Independent School Systems

City size (U.S. Census, 1950)	Median expendi- ture per pupil per day	Median expendi- ture per pupil per school year	ture rise 1950-51
74 large cities (pop. of 100,000 or more	\$1.43	\$264	6.0%
85 moderately large cities (pop. of 25,000—999,999	1.38	251	4.1
73 medium-sized cities (pop. of 10,000-24,999	1.29	236	6.3
67 small cities (pop. of 2,500—9,999	1.26	222	6.7

Washington, D. C.—Keeping pace with the rise in educational costs since World War II, the current annual expenditure per pupil in 299 American cities advanced by 4 to 5 percent in the period between the school years 1950-51 and 1951-52.

As reported in Current Expenditures Per Pupil in City School Systems 1951-52, published recently by the federal Office of Education, this is a "real" rise, as the figures are expressed in terms of dollars or uniform purchasing power. However, "current expenditures have merely kept up with the economic advance of the nation," as "the rise is not greater than the rise in per capita disposable income," the report explains.

Larger-sized cities had greater per pupil expenditures than smaller cities (see table). Cities of the Northeast, such as New England and the Middle Atlantic states, had the highest median expenditure per pupil, with the lowest outlay among Southern cities.

Convertible Schools Urged To Prevent "Overbuilding"

Syracuse, N. Y. — School "overbuilding" through attempts to meet anticipated large enrollments was cautioned against here at the 21st annual conference of the New York State School Boards Association.

Schools built to accommodate the enrollment bulge in the elementary grades might run out of pupils in the next decade as these children advance to high school. Carefully planned buildings, however, could adapt to changing needs and be converted into high schools at that time, speakers told the meeting.

Elimination of frills in design and the use of less expensive though satisfactory materials were urged for greater construction savings.

Planning Officials Meet; Feature Panel on Schools

DETROIT—Deep interest in school planning was shown at the National Planning Conference of the American Society of Planning Officials meeting here October 11-15, reports Dr. Walter D. Cocking, editor of *The School Executive*, who headed a conference panel on this topic.

It was the first time ASPO had included school planning on its conference agenda. The Detroit meeting brought together professional persons working in city and community planning and lay persons on commissions concerned with this subject.

Lawrence B. Perkins of the architectural-engineering firm Perkins & Will, Chicago, and Dan S. Martin of Orleans Parish School Board, New Orleans, joined Dr. Cocking on the panel. Group reporter was Donald A. Anderson, planning director, Des Moines City Planning Commission.

ASBO Discusses Planning, Accounting and Purchasing

CLEVELAND — Schoolhouse planning, revenue sources, accounting and auditing, and purchasing keynoted the 39th annual meeting of the Association of School Business Officials of the United States and Canada, meeting here October 11 to 15.

Speakers at planning sections agreed on the need to (1) plan functional school buildings, (2) use construction materials that will minimize future maintenance, (3) program maintenance work with a view towards efficiency, and (4) develop work manuals for plant operation.

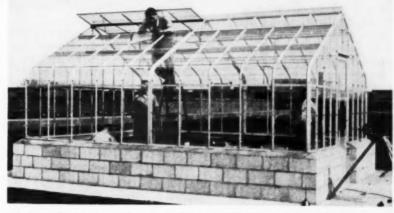
Differences in state school accounting procedures were analyzed by Dr. Edgar Morphet, of the University of California, who addressed a session on the sources of school revenue, accounting and auditing.

Participants at the sessions on purchasing agreed with James T. Smith, Jr., clerk-treasurer of the Willoughby-Eastlake City School District, Ohio, that "efficient purchasing does take time and a good purchasing program cannot result unless sufficient time is devoted to it."

Schuyler C. Joyner, deputy business manager of the Los Angeles City Board of Education, was elected next year's president. He will succeed Sam S. Dickey, assistant supervisor of schools, Lakewood, Ohio, who presided at the meeting.

This year's annual banquet was held on October 14.

New Aluminum Rooftop Greenhouse Has Automatic Heating Unit



Workmen begin electrical and plumbing installations on Lakewood (Ohio) High School's new aluminum greenhouse. Located on the roof of the building where horticulture and biology classes are held, the structure is out of the range of flying stones. It has its own automatic heating unit.

SPOTLIGHT

AASA Picks Trillingham, Parker, Willett, in Ballot

Washington, D. C.—The following school superintendents received the highest number of votes in the preferential primary ballot for president-elect of the American Association of School Administrators:

Clyde Parker, Cedar Rapids, Iowa; Clinton C. Trillingham, Los Angeles; and Harry I. Willett, Richmond.

A nationwide AASA mail ballot this month will chose the presidentelect from these nominees to serve a one-year term before succeeding to the presidency on March 15, 1955 for another year.

AASA tellers include School Superintendents Irvin H. Schmitt, Falls Church, Virginia; John M. Hough, Leaksville, North Carolina; and William F. Loggins, Greenville, South Carolina.

Rural Supervisors Urge Intermediate Expansion

OMAHA—An expanded and improved intermediate school superintendency is a means to greater educational opportunity for rural youth, according to the more than 1000 members of the County and Rural Area Superintendents Association. The group, which met here in mid-October, for its eighth national conference, is a division of the National Education Association.

Referring to this need for a superior intermediate organization, Wisconsin superintendent of public instruction George E. Watson cautioned that, "unless the superintendents are qualified people" with power and pay "worthy of their place in the structure," a more ambitious program could not be successful.

Mr. Watson went on to define educational leadership as, "coordination of those forces most significant in the area of service."

The conference agreed on the need to clarify and increase the effectiveness of the functions of county and rural area superintendents, who serve the one-half of the nation's children who live in small communities and rural areas.

"Ample facts are available to indi-

cate the need. . the direction. . .and a program" for rural education which considers human welfare its main goal, stated Forest Rozzell, field services director for the Arkansas Education Association.

He explained that human welfare can be attained without sacrificing freedom. Enthusiasm and leadership by persons in positions of responsibility are all that is needed to set up programs with this end in mind, he added. Superintendents should lead in establishing programs dealing realistically with community problems, Alex Larriviere of the Louisiana state Department of Education declared at a general session studying community needs as forces shaping administrative action.

Cecil Shuffield, supervisor of Howard County Schools, Arkansas, was installed as the new president, with Washington, D. C. selected as the 1954 conference site.

Classroom of Tomorrow Features Glass Ceiling Panel



Hedrich-Blessine

Students at the University of Michigan's Classroom of Tomorrow work in natural daylight when light-directing glass blocks and a clear vision window strip on the wall are combined with a glass panel ribbon installed in the ceiling. Prisms in the ceiling glass reject unwanted heat and glare. Desks and chairs are portable, and can be stacked when not in use.

Apply Technical Aid to World Insecurity-Evans

NEW YORK—Existing and potential technical assistance programs in education shared the spotlight at a conference on the responsibilities of higher education towards international understanding, meeting in this city last month.

"Two thirds of the world lives in countries where incomes amount to less than \$100 per year per person." declared Dr. Luther H. Evans, director-general of the United Nations Educational Scientific and Cultural Organization, asking that we "harness our knowledge and our resources" to change "the status quo which most of the world cannot accept."

"We cannot hope for security as long as two-thirds of mankind is insecure," Dr. Evans went on, as he described UNESCO programs aimed

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SPOTLIGHT.

at easing the tensions prevalent in underdeveloped nations.

An educational program aimed at raising living standards on recentlysettled land in Ceylon, operational aid to a new Indian technological institute, and practical reorganization of education in Thailand were cited as examples of such projects.

Some 250 educational and scientific experts have to date been sent out to 30 countries, and 267 fellowships have been awarded students from underdeveloped nations enabling them to study abroad, he added. However, lack of funds has forced UNESCO to defer action indefinitely on 32 other requests for technical assistance.

The conference earlier heard Dr. Alberto Lleras, secretary general of Organization of American States, agree with Dr. Evans that the relationship between more and less advanced nations should be one of technical assistance rather than of economic imperialism.

NYC Raises Age Limit for Elementary Teachers

NEW YORK-This city's Board of Education recently raised the upper age limit for first to sixth grade teacher candidates from 35 to 40 years. The move was intended to counter the current teacher shortage.

This is the second time the age limit has been raised by the board. On June 21, 1949, the maximum was hiked for a period of three years to accommodate a critical shortage on the elementary level.

Although the existing shortage has not reached the point where some elementary school classes are uncovered, many are too large. The present room average is 32 pupils.

The board also hopes to have as large a list of eligibles as possible to meet the annual retirement figures, sometimes as high as 1,000 out of the city's 35,000 teachers.

NCSC Meeting Features Tours of Lansing Schools

EAST LANSING, MICH.—Inspection visits to two new Lansing schools highlighted the 30th annual meeting of the National Council on Schoolhouse Construction held early last



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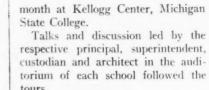
Bendix-Westinghouse has an informative booklet designed specifically to give school executives the complete story of how much Air Brakes contribute to safe school bus transportation. For your free copy, write to Bendix-Westinghouse Automotive Air Brake Co., Elyria, Ohio.

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The council agreed to intensify research activities, particularly on the educational features of the school plant, after hearing a report of the research committee presented by its chairman, William R. Flesher, research bureau director at Ohio State University.

Elected president for the coming year was Charles D. Gibson, California Department of Education. He succeeds Don L. Essex, New York State Department of Education, who presided at the meeting.

Also elected were William R. Flesher, vice-president, and W. D. McClurkin of Peabody College, Nashville, secretary-treasurer. San Diego, California was named as the site of the 31st annual meeting to be held next October.

Columbia Course Features Community Leadership

NEW YORK—Growing recognition of superintendents of schools as educational leaders for entire school areas or communities, rather than as specialized executives limited to specified technical functions, has greatly influenced the new enlarged program for school administrators initiated this fall at Teachers College, Columbia University.

Here, students will be prepared for the huge public and human relations tasks which will face them as administrators working with school personnel and various community groups. They will be trained to make broad educational decisions, as well as to manage basic school programs.

The new department of educational administration will, therefore, put greater emphasis on the development of students as community leaders as it presents improved classroom instruction toward master's and doctor's degrees, additional field work and research facilities.

"No one can be fully equipped for administrative leadership. . .solely by





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class instruction," declares Dr. John K. Norton, department head. "He needs on-the-job experience, under guidance. . . For this reason the department plans to make wider field experience available to students."

Such field projects include participation in school surveys, research on vital administrative problems, and internships in the offices of superintendents of schools, Dr. Norton explained.

Training courses will highlight a working knowledge of the many aspects in planning and maintaining schools. These include finance, taxation and building programs; selecting and training good teachers; existing program evaluation and improvement; and methods to encourage good public relations.

Doctoral students will study philosophy, sociology, economics, statistics, guidance, curriculum and teaching, in addition to administrative

Initiation of the new program required three years of research costing \$1,000,000. This cost was met by contributions from several foundations and associations, particularly the Cooperative Program in Educational Administration, which is financed by the Kellogg Foundation of Michigan State College.

The new department will cost \$500,000 annually to operate, compared with the \$150,000 spent yearly under the old program.

NY Science Teacher Head Stars in DuPont TV Film

YORK-Rolland Gladieux, president of the New York State Science Teachers Association, stars in a new documentary film, . . . And to Fame Unknown, based on his work as a chemistry teacher inspiring his students to develop their scientific

Originally presented October 27 on the television series Cavalcade of America, the picture was filmed on the spot in Kenmore, New York, a Buffalo suburb where Mr. Gladieux lives and works.

. . . And to Fame Unknown points up the part teachers play in inspiring students to pursue careers through

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National Teacher Exams Scheduled for Feb. 13

Princeton, N. J.—Candidiates for teaching positions may take the National Teacher Examinations, prepared and administered annually by Educational Testing Service at Princeton University, at 200 testing centers throughout the country on Saturday, February 13, 1954.

The tests will include examinations in professional information, general culture, English expression and nonverbal reasoning; and one or two of nine optional examinations designed to demonstrate mastery of subject matter to be taught.

The candidate will be notified by the college which he is attending or by the school system in which he is seeking employment whether he is required to take the national teacher examinations and which of the optional examinations to choose.

Application forms and a bulletin of information describing registration procedure and sample test questions may be obtained from school superintendents, college officials, or from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey.

The deadline for sending in completed applications with proper test fees is January 15, 1954. Applications will be received up to that time.

Gear Schools to Fulfill Community Role-Hunt

Washington, D. C.—"The gearing of educational services and plant to the needs of the community" was emphasized as a goal of today's school administrator by Dr. Herold C. Hunt

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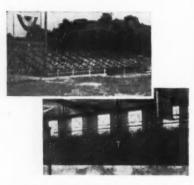
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at the American Council on Education meeting held here in October.

The Eliot professor of Education at Harvard University declared that the "far-sighted" administrator will think of his school as growing into the "role of the dominant coordinating community agency... in the years immediately ahead."

Current attacks on our school demanding a "return to the fundamentals" are "smoke screen(s) for the under-cover attack on the schools," Dr. Hunt went on.

"What these critics really mean is that they favor class distinction, they believe in the rule of the 'well born,' they are opposed to equal opportunity for all and that they do not want to be taxed for the support of the schools."

The convention earlier heard President Eisenhower urge educators' support and encouragement of international exchange programs to help bring about the human understanding "that will allow people to live together without intermittent conflict."

J. L. Morrill, president of the University of Minnesota, declared that the relationships of higher education with the federal government is a perennial and changing problem . . to be met by the empirical approach."

Chancellor Henry T. Heald of New Yo.'s University was elected chairman for the coming year.

Family Finance Courses Sponsored for Teachers

Several school systems throughout the nation have initiated special teacher training courses designed to encourage understanding of family finance so that it can be better taught in the public schools, reports the Committee for Financial Security Education.

New York, Chicago and Lansing, Michigan have already set up these courses with other school systems considering them for later in the school year. Subjects covered include savings accounts, social security, life insurance, annuities, pensions and investments.

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The NORCOR Series 180 Folding Chair is outstanding for its simplicity, ease of operation, sturdy construction and compact design. Its double-beaded, U-shaped Channel steel construction provides exceptional strength Many refinements in design that contribute to long trouble-free service and ease of operation make this an exceptional value in a folding chair. Available with steel, plywood and upholstered seat, and steel or upholstered back rest.



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Where cost is an important consideration, the Norcor No. 161 Folding Chair is an exceptional value, offering, at a low price, most of the features that make the Norcor No. 180 Folding Chairs so outstanding. This chair is built of the same strong, double beaded channel steel, and is identical with the 181 Folding Chair except for the X-bracing on the rear leg. Strong, compact, easy to operate, it will deliver exceptional service.





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SPOTLIGHT

have grown out of a series of graduate workshops held by eight American universities this summer under the leadership of the Committee for Financial Security Education, which is headed by Herold C. Hunt, professor of education at Harvard University.

Pupils, Teachers, Parents Join to Set Up Code

Mount Vernon, N. Y.—The process by which students, teachers and parents work together to set up an acceptable standard of social behavior, and the way agreement is reached in such a project is more important than the standards themselves, Dr. M. Robert Gomberg said recently.

The executive director of Jewish Family Service referred to a code of behavior for teen-agers studied for one year at A. B. Davis High School here by a council of thirty-two teachers, nine parents and nineteen students.

The resulting report and its recommendations were of a conservative nature, which seemed to emphasize Dr. Gomberg's statements that parental worries about the so-called growing laxity of teen-agers' behavior was more often based on newspaper headlines than on first-hand observation and personal knowledge.

The code touched on dating, curfew, allowances, driving, parties, smoking and drinking.

Liberal Arts Conference Flays Fear-Ridden Schools

- Annapolis—"Too many" schools are fear-ridden, and are failing to teach their students to think, concluded a three-day conference of college educators devoted to the role of the secondary school and the college in liberal education.

"Even in the business of education the intellect has become suspect," declared Dr. O. Meredith Wilson, executive secretary of the Ford Foundation Fund for the Advancement of Education, and recently appointed President of the University of Oregon. "If a man does not conform, in gym or classrooms...

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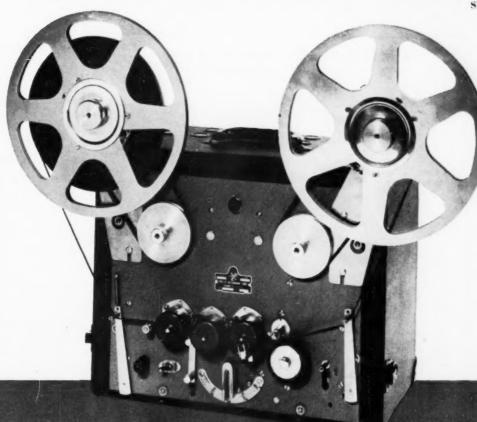
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SPOTLIGHT

even to stereotypes, he is branded as an egghead and a brain-truster."

One educator recently told Dr. Wilson that when he hired teachers, he looked for "good strong C students rather than A students." Business men and employers talk about the importance of college degrees, at the same time shying away from Phi Beta Kappa keys."

High school "life adjustment program" curricula have failed to "sharpen the minds of the students," Dr. Wilson went on. "For the same reason many liberal arts schools turn out graduates whose degrees are meaningless."

St. John's College has just completed a year's self-study with Ford Funds of its unique liberal arts curriculum, which emphasizes the importance of 100 great books fundamental to Western tradition. It also employs the seminar method of study to develop freedom of discussion within rules.

Slight Drop Seen In Administrative Jobs

NEW YORK—By 1960, more than 150 of the 2,453 chief local administrative positions in the eight Middle Atlantic states will have been abolished, according to indications in a recently completed study by Dr. William Carlisle of Teachers College, Columbia University. The study is part of the CPEA-MAR project.

This decrease will result chiefly from the reorganization of administrative units — principally in New York and Pennsylvania, and possibly in Delaware and New Jersey.

It was found that about nine out of every 100 chief local administrators vacated positions annually during the five-year period 1948-52 covered by the study.

Some seven of the nine failed to take other chief administrative positions in their respective states during the period under study. It was therefore estimated that the amount of replacement needed will continue at about 7 percent annually.

The median age of the 360 turnover cases studied was 46 years. They had spent a median of 24 years in school work, a median of ten years as



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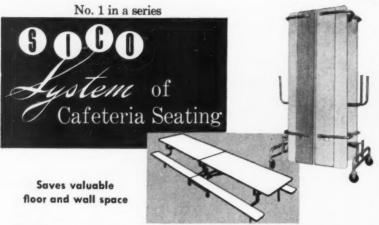
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SPOTLIGHT

chief administrators, and a median of six years in the last position held.

Eight percent had doctor's degrees. Only 1 percent were reported to have left for further study. The desire for higher salaries was reported to be one of the main causes of turnover.

Four year terms seemed to provide longer average tenure than did legal provisions for permanent tenure.

Booklet Orients Parents As Children Enter School

Annapolis-The Board of Education of Maryland's Anne Arundel County has published a booklet for parents of six-year-olds, telling how to prepare them for school and of the various activities and experiences awaiting their youngsters.

The Door Opens also explains learning methods which the schools will employ and tells how parents can help teachers and other personnel to do their best for their children.

The booklet is an example of the trend among school systems to better orient parents and children for a successful introduction into formal education. November's School Ex-ECUTIVE reported on a similar publication, Your Child and Kindergarten, put out by the Riverside, California, public schools.

Home TV Course Offered By Delaware University

NEWARK, DEL.-The University of Delaware has announced a series of educational TV programs intended as home courses for interested area

For a \$1.00 fee, participants in the at-home telecourses receive lecture notes for each talk, a list of materials available through the Wilmington Institute Free Library, and an examination which can be taken at home and corrected by the University if desired. Each lecture series offers a different packet of materials.

Telecast at 10:30 Monday evenings over Station WDEL-TV, Wilmington, the series consists of four courses of seven half-hour lectures each.

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The Western Reserve programs were extremely successful, attracting from 40,000 to 70,000 viewers. Heavy fan mail resulted and the public libraries were swamped with demands for books mentioned on the programs.

Conference Calendar

DECEMBER

- 27-30, Annual Mid-Winter Conference, National Science Teachers Association, NEA, Boston.
- 28-30, Annual Convention, Speech Association of America, NEA, New York City.
- 28-30, Fourteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Los Angeles.
- 28-30, Fifty-Sixth Annual Convention, National Business Teachers Association, St. Louis.

FEBRUARY

- 11-13, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.
- 11-13, Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.
- 11-13, Annual Convention, National School Boards Association, Inc., Atlantic City.
- Foundation Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA; Chicago.
- 13-18, National Convention, American Association of School Administrators, NEA, Atlantic City.
- 14-15, Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City.
- 15-18, Annual Meeting, Department of Rural Education, NEA, Atlantic City.
- 20-24, Thirty-Eighth Annual Convention, National Association of Secondary-School Principals, NEA, Milwaukee, Wisconsin.

MARCH

2-5, Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago.

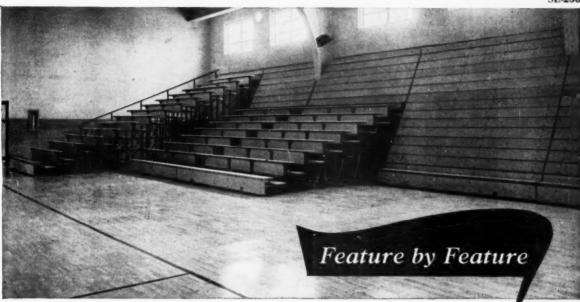
- 4-6, National Conference, Association for Higher Education, NEA, Chicago.
- 7-12, Annual Convention, Association for Supervision and Curriculum Development, NEA, Los Angeles.
- 19-20, Fifth Annual Dinner, National Citizens' Commission for the Public Schools, San Francisco.
- 26-31, Biennial National Meeting, Music Educators National Conference, NEA, Chicago.

APRIL

- 1-3, Second Annual Convention, National Science Teachers Association, NEA, Chicago.
- 2-5, Thirty-Fourth Annual National Convention, National Association of Deans of Women, NEA, Washington, D. C.
- 11-15, 1954 Convention, American Personnel and Guidance Association, Buffalo, New York,
- 18-23, Joint National and Eastern District Convention, American Association for Health, Physical Education and Recreation, NEA, New York City.
- 18-24, 1954 Study Conference, Association for Childhood Education International, NEA, St. Paul,
- 21-24, Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.
- 27-May 1, Thirty-Second Annual Meeting, International Council for Exceptional Children, NEA, Cincinnati, Ohio.

JUNE

- 21-24, Eighteenth Annual National Conference, National Association of Student Councils, NEA, St. Paul, Minnesota.
- 27-July 1, Nineteenth Annual Meeting, National School Public Relations Association, NEA, New York City.
- 27-July 2, Ninety-Second Annual Meeting, NEA, New York City.



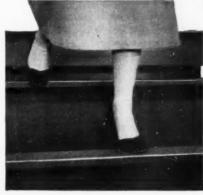
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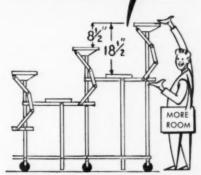
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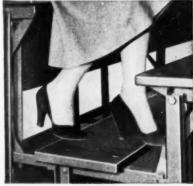


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Although the wor in Korea is in a state of suspended animation, Selective Service Director Hershey announces that draft calls will increase from the current average of 23,000 per month to 50,000 per month by mid-1954. The heavier levy is to provide replacements for the many who are finishing their terms of service.

Deferment of college students on the basis of class standing or results of the College Qualification Test will continue through 1953-54. These are flexible criteria which may be raised or lowered at any time, and local draft boards have the authority to disregard them altogether. In the large majority of cases they have tended to recognize them.

The 25-member commission to study federal and state government financial relationships is now completed under the chairmanship of Clarence "Pat" Manion, former Dean of the Notre Dame Law School. The Inter-governmental Relations Commission was created by act of Congress and will make its final report to that body next March.

Commission personnel consists of five senators, five representatives, and fourteen citizens from various occupations and professions, including state governors. Federal government officials on the Commission are Mrs. Oveta Culp Hobby, Secretary of Health, Education and Welfare, and Under-Secretary of the Treasury Marion B. Folsom.

Samuel M. Brownell, newly appointed U.S. Commissioner of Education, began his term in office November 16. The former president of State Teachers College in New Haven, Connecticut, is a life member of the NEA and past president of the

Association for Higher Education, an NEA department. He was at the time of his appointment a member of the organization's legislative commission.

See this month's *Spotlight* section for further news of Dr. Brownell.

Still battling for aid to education from off-shore natural resources, Senator Lister Hill (D.-Ala.), plans during the next session of Congress to renew his efforts to reserve part of the royalty incomes from outer-continental shelf oil for educational aid.

His amendment to the bill defining the areas of state and federal jurisdiction over off-shore resources was turned down by a Senate-House conference committee after the amendment had been approved by a heavy vote in the Senate.

Not for many years has the capital been so aroused over local juvenile delinquency. Deviant behavior of youth is not confined to the nation's capital. From newspaper reports it seems to be sweeping the nation.

Is the currently reported turbulence increasing and what is the significance of it? The research division of the National Education Association has completed an extensive study of the extent of delinquency and its apparent causes. The study shows that delinquency cases serious enough to reach juvenile courts reached a high peak in 1945 and then declined.

In 1948 they began climbing again, rising with the Korean conflict, although they have by no means yet reached the World War II peak. This would indicate an association of youthful irregularities with the uncertainties and tensions of wartime.

Other causes of juvenile delin-

quency included in the NEA report are those to which attention has been called from time immemorial—the problem home, poor discipline, and neglect. Children with various types of handicaps, including mental difficulties and personality deviations, are prominently associated with delinquency. Poor housing and living conditions found in slum areas are still other causes.

However, the NEA study indicates that the gun-toting, hot-rodding, vandalism-bent juvenile delinquent who costs society up to \$2,500 a year, as well as those whose misbehavior is milder in nature, could develop into useful citizens if they would attend school regularly. There is a positive correlation between the amount of truancy and the amount of youthful vandalism.

The Washington picture would not differ from that of any other city if it were not for immediate steps being taken to counter-attack. The district commissioners have created a Youth Council which has set about measuring the magnitude of the juvenile delinquency problem in the nation's capital and determining whether child crimes here are a growing menace or a bugaboo that has been exaggerated.

Should the report indicate a positive delinquency rise, the Council will take steps to combat it. The Council chairman is a former president of the District board of education. The superintendent of schools is a member.

United Community Services, churches, District welfare and recreation agencies, and the chief of the juvenile squad of the Police Department also belong. The activities and achievements of this group will be watched with interest in other cities.

The National Committee on Fraudulent Schools and Colleges will continue to work this year under the direction of James B. Edmonson, dean emeritus, School of Education at the University of Michigan. He will be assisted by Urban H. Fleege of the National Catholic Educational Association, and Henry Herge, dean of the School of Education at Rutgers.

The committee will cooperate with other agencies, such as the Chief State School Officers, the National Education Association and the American Council on Education, since the problem of spurious institutions afflicts all educational levels.

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THE JANUARY 1954

SPECIAL

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SCENE

and sets a new

Benchmark

in the Field of

EDUCATIONAL ADMINISTRATION

next page please

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HOWARD W. DAWSON	Executive Secretary, Department of County and Rural Area Superintendents					
LAWRENCE G. DERTHICK	Superintendent of Schools, Chattanooga, Tennessee, and President of the American Association of School Administrators					
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PAUL E. ELICKER	Executive Secretary of the National Association of Secondary School Principals					
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ISSUE OF THE SCHOOL EXECUTIVE

"School Administration in 1953"

THESE STORIES.

are part of the unfolding saga of a growing profession

The Business Administration of Schools in 1953 Architectural Planning Review of Teacher Salaries, Building Costs, and Sale of Bonds in 1953 Developments in Rural Areas in 1953 Letter-from the President of the American Association of School Adminis-The Role of the Elementary School Principal Secondary Education in 1953 Educational Events in Washington in 1953 The Preparation of School Administrators State Departments of Education Schools and the Public in 1953 The United States in 1953 Citizen Participation During 1953 and its Relation to Administration Recruiting and Obtaining Better Teachers The Work of the Cooperative Program in Educational Administration The Work of the A.A.S.A. in 1953 Implications for the Future The Tug of War for Money for Schools School Administration in 1953 **Educational Leadership in 1953** Educational Planning of School Plants in 1953 School Lunch Programs in 1953 School Administration in 1953 (for the layman)

Some Developments in the Educational Program in 1953

The Work of School Boards in 1953



AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS and Superintendent of Schools, Chattanaoga; Tennessee,

LAWRENCE DERTHICK, in his introductory message,

- "This is an historic event in our profession: the first of a series, by THE SCHOOL EXECUTIVE, which will review school administration for the preceding year.
- "The January SCHOOL EXECUTIVE will bring into focus within the pages of one issue the wide sweep of school administration at work throughout the year.
- "We can find in one place clues and guides that would take a vast amount of research in many books and periodicals, in letters, interviews, and conferences.
- "It will be a boon to the graduate student and a splendid point of departure for anyone who desires to explore with great thoroughness a particular trend or practice.
- "As President of AASA the very year this idea is put into motion, I am pleased to express my enthusiasm and my concept of its possibilities."

Thousands of extra copies of the January issue will be printed. However, the supply is likely to diminish rapidly because:

- This particular issue by its very nature will have more reference value than any previous issue of THE SCHOOL EXECUTIVE.
- Many school administrators will order extra copies for their permanent libraries.
- Professors of education will use additional copies in their classes.
- The issue will have wide general appeal; can be used effectively in community groups working in behalf of education.

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THE SCHOOL EXECUTIVE

New York 14. New York



From "The School That Learned to Eat," Southern Film Service

Lunch will mean a little more to this girl when she can look up to see her health poster among the decorations. Other examples of child participation can do much toward achieving charm and serenity in the lunchroom.

Let Them Eat in Peace

by JEANNETTE VEATCH

THE PROBLEMS that beset the administrator in producing democratic curricula in the classroom are not too dissimilar from those that face him when he sees-and-hears bedlam in the school cafeteria. The wolfing of food and the galloping away to play do not serve the school well, not only because such eating habits produce unthinkable digestive results, but also because such lack of planning produces poor social habits.

In all the schools I have visited, and those which have been described to me, it seems fairly clear that those which have really pleasant lunch hours have accomplished them in essentially two ways. First, in many original ways the children themselves were involved in the planning of the lunch period. And second, an entertaining and non-coercive ceremony had been developed.

One of the outstanding examples of child involvement in the noon hour is to be found in the Maury School in Richmond, Virginia. Here the children helped choose a new color to replace the ugly dark brown paint of the lunchroom. Pupil committees decide on musical selections to be played on the phonograph and, perhaps more important to them, who is to operate it. One room is responsible for gathering data about visitors and working it into a poster for all to see-from one who knows, this makes the visitor feel mighty important as he finds his place at one of the tables. The windows have glass

shelves where the children display antique bottles of all shapes, sizes and colors.

Maury School is not alone in its involvement of children in its school structure. Many schools throughout the country have wrestled with their noon problems and have experimented greatly. What stands out are not the patterns which have resulted, but the manner in which the children and others were pulled into the process.

"The School That Learned to Eat," an excellent film by the U.S. Office of Education and Southern Film Service and available for rental from the New York University Film Library, underlines this involvement to a marked degree. The children were not alone in the film situation, but were joined by their parents and residents in the surrounding community.

Such activities do not necessarily

Dr. Veatch is instructor in elementary education at New York University's School of Education.

LUNCH

belong solely to a small town. For example, P.S. 8 in Manhattan has a steady stream of parents who participate, in one way or another, in the lunch eating period. They help, they entertain, they host and hostess, they serve, and they just plain work. The point is that they are a part of the school. Through their children they have walked across the bridge of involvement to find their place.

The lunch hours that have charm and dignity without oppression and policing are likely to have been developed through cooperative effort. It is certain that charm and dignity do not arrive full-blown without some kind of planning. (It is rather tragic to visit a school which has cost a lot of money, to see lovely rooms and equipment, and then to visit the lunch room during lunch hour and have points of interest explained by dint of yelling over the noise.) Expensive equipment, fancy environment, good architectural ideas cannot be wisely used if the "me and thee" approach is missing. When things are not right, somebody has to start the ball rolling with the simple question, "What can we do about this?"

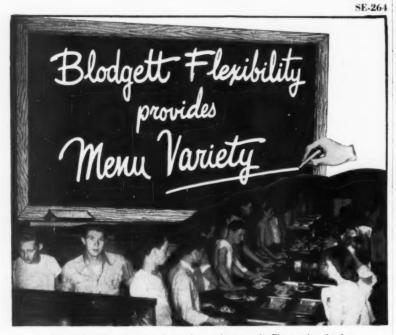
When a school arrives at this stage of action, and there is enough interest to sustain it, a kind of ceremony develops around the eating. Teachers sit with the children. They act out what could almost be described as parental roles. They cut meat, they promote conversation, they wipe mouths, they mop up spillings. In short, they are just there, and the very presence of gentility and quiet manners exerts a powerful influence in the direction of pleasant dining. (Arrangements should be made, however, for teachers to have

their mid-day break.)

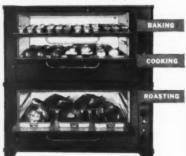
When children are sincerely consulted about lunch hour ideas, all sorts of things can happen. Perhaps they will decide to paint new murals to brighten the walls, relieving the omnipresence of that one the sixth grade made ten years ago. Or: Mary Smith is doing so well on the piano that she must play a solo during dessert time. (One of my most throatconstricting experiences with children was when six little girls, beginning fiddlers all, stood up together and played "America".) If prayers before eating are not routinized and parrotted, they can be poignant and meaningful to those who participate. Announcements about the fourth grade's cookie sale that afternoon, or the after school movie, can be done cleverly and originally by means of skits, moving posters, or song when children's ideas are honestly sought.

These ideas need not be limited to the centralized cafeteria; the same basic principles can apply to lunchin-the-classroom situations. If children use their own room setting for lunch hour plans, and if the teacher is sensitive and artistic in her teaching role, the peace, charm, and serenity that make for good living together will develop.

The steps toward achieving a peaceful lunch period will be different in every school. But perhaps the initial step depends most of all on the person who first reaches the point of exasperation, and asks the first question. From then the action can be exciting.



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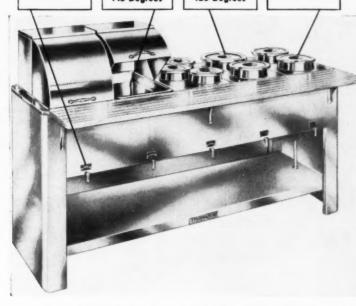
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LETTERS

to the editor

Commends Quality of Schools in "Form" Article

To The Editor: Your magazine is to be congratulated upon the excellent article, "Form in Educational Architecture," appearing in the October issue.

A striking feature shared by all the schools reproduced is that, despite the many and varied designs, all express the purpose for which the building is to be used. None of these schools would be mistaken for a 12th century stronghold, a misplaced temple of the Periclean Age or a Museum of Natural History.

Even in the achievement of simplicity and economy, there is no indication that consideration for the pupils has been comprised. Both the wastefulness of elaborate ornamentation and any sacrifice of quality in the interest of false economy are avoided.

No doubt, in the not too distant future this influence will have reached an official who expressed approval of a school in his county in terms which he must have considered as the highest possible praise, when he stated that it was a "cheap school that still meets the minimum requirements of the State Board of Education."

I wonder if this individual believes that several million tourists have visited Williamsburg since the beginning of the Restoration to see some cheap buildings that complied with the minimum requirements of two hundred years ago?

JOSEPH WILLARD WELLS, A.I.A. Norfolk, Virginia

Sports Events Seen as Time to Reach Public

To THE EDITOR: The throngs of local citizens who swell the audience at high school sporting events are a common sight. But next time you see them, remind yourself that, for the great majority of the adult spectators, this is the only aspect of the school program to which they are ever exposed!

It is my thought that the publicityminded administrator should take advantage of the presence of so large a segment of the community by fostering half-time programs that tell more about the school's work.

Too often, half-time programs are stereotypes: marching bands, school songs, presentation of school sweethearts and routine announcements. A calendar planned early will also give impartial coverage to school objectives and activities during half-time.

Half-time is fleeting, and content must be snappy, varied and appealing. Block seating of special groups insures quick and impressive recognition; pass-in-review features should be ready to move promptly when half-time guns bark, and events should be brief to prevent boredom. Mobile platforms with public address systems are a great asset.

Half-time should be added to the arsenal of the public relations specialist, who with dignity, humor and showmanship promotes greater understanding between the school and the community.

Dr. Berlie J. Fallon Educational Specialist U. S. Air Forces Amarillo, Texas



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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

The Role of the Superintendent In the Interrelationship of School and Community

By Roy J. Haring, published for the Pennsylvania Association of District Superintendents and the Cooperative Program in Educational Administration by the Bureau of Publications, Teachers College, Columbia University, 1953, 62 pp., \$1.00.

Looking for ways to improve schools through improved community relations, the Pennsylvania Association of District Superintendents and the Cooperative Program in Educational Administration, Middle Atlantic Region, instigated this survey-study of present relations in Pennsylvania and in one New York district.

The ensuing 32 meetings of lay and school persons proved highly valuable, not only for the constructive principles developed by the various meetings, but also because the process of cooperative study was in itself a step toward achievement of their aims.

The Double-Purpose High School

By Franklin J. Keller, Harper and Brothers, New York, 1953, 207 pp., \$3.00.

Principal Keller of Metropolitan Vocational High School in New York City is concerned with those in the high school population ("perhaps 10 percent") who have focused vocational interests and aptitudes plus the intellectual capacity for broad liberal education.

To meet the needs of this group, he proposes dual-purpose high schools, which would offer specialized occupational training while preparing students for college. His argument for "bridging the academic-vocational gap" is buttressed by several illustrations of progress toward that goal in various sections of the country.

This is the first volume of a new series on vocational education planned by the Edgar Starr Barney Project of the Hebrew Technical Institute.

Basic Principles of Supervision

By Harold P. Adams and Frank G. Dickey, American Book Company, New York, 1953, 320 pp., \$3.75.

This text, for undergraduate, graduate, or in-service use, is concerned with competencies which are common to good supervision regardless of its specialized fields.

Its central thesis is that supervision exists to assist teachers, and this theme runs through discussions on supervisory leadership and program planning, supervisory techniques and evaluation.

The authors are connected with the University of Kentucky, Harold P. Adams as associate professor of education and Frank G. Dickey as dean of the College of Education.

Science for Today's Children

Thirty-Second Yearbook, Department of Elementary School Principals, National Education Association, Washington 6, September, 1953, 311 pp., \$3.00.

As is customary, the yearbook of the Department of Elementary School Principals serves as a medium of idea exchange, this time in the field of elementary school science.

Sixty-one articles on what to teach in science and how to teach it offer a broad sampling of current practices.

Freedom Is Ourselves

By William O. Penrose, University of Delaware Press, 1952, 256 pp., \$2.00.

"Obligation is the warp of social fabric, and liberty is the woof." This competent metaphor on page 210 of this treatise indicates the author's sense of relationship between civic privilege and duty.

In the interest of better civic education, Dean Penrose of the College of Education, University of Delaware, prepared this analysis of the Anglo-American background of free, orderly government.

The character of citizenship is described by tracing the constitutional amendments, statutes, and court decisions which have built up our heritage.

School-City Cooperation in the Planning of Recreation Areas And Facilities

By George D. Butler, National Recreation Association, 315 Fourth Avenue, New York 10, 1953, 12 pp., 75é.

By cooperative planning, school, park, and recreation authorities in cities and small towns can provide children with better recreation facilities at reduced cost. This study shows how, in eighteen different places around the country, school and community leaders have worked out varying patterns of cooperative action.

Mr. Butler is director of the National Recreation Association's research department. The brochure is a reprint of an article which appeared in the April-May-June, 1953, issue of Recreation magazine.

The Education of Exceptional Children

By Arch O. Heck, McGraw-Hill Book Company, New York, Revised 1953, 513 pp., \$6.00.

The ideal of equal educational opportunity for all is shown to be tragically short of realization for the nation's handicapped or gifted children.

Professor of Education Heck of Ohio State underlines the problem with statistics and extends a moving challenge to educators and laymen to improve educational services for socially, physically, or mentally exceptional children.

Basically, this is a college text, but because it offers many examples of how various states and cities are meeting practical prob-

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lems in this field, it would be serviceable as an idea-book for school and community groups.

Pamphlets of Interest

(Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth Street, N. W., Washington 6, D. C.) Studies of Student Personnel by Frances M. Wilson and Morris Krugman reports a study of vocational education in the New York City Public Schools. The University of the State of New York, State Education Department, Albany, New York.

Public School Building Needs in Delaware, Ohio presents the results of a study conducted by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio. Student Personnel Programs in Transition. American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C. Price: 50 cents.

Handbook for School Custodians.
Dr. Robert C. Stewart, Department of Public Instruction, Dover, Delaware.

Local Taxation. Dr. Robert C. Stewart, Department of Public Instruction, Dover, Delaware.

Industrial Arts Education in the Denver Public Schools. Department of Industrial Arts, Denver Public Schools, Denver, Colorado.

What is Vocational Education in Illinois, State of Illinois, Board of Vocational Education, 216 East Monroe Street, Springfield, Illinois.

Nutrition Education in Elementary and Secondary Schools was prepared by the Harvard University School of Public Health, The Nutrition Foundation, Inc., Chrysler Building, New York 17. Price: \$100

Improving Guidance Services. The report of an Ohio University workshop on guidance procedures. Center for Educational Service, College of Education, Ohio University, Athens, Ohio.

Handbook for Parents is designed to assist parents in guiding their children through the formative years in elementary school. Willard J. Graff, Superintendent of Schools, Springfield Public Schools, Springfield, Missouri.

Aquatics, Winter Sports and Outing Activities Guide. National Section for Girls and Women's Sports, NEA. Price: 75 cents.

Official Basketball Guide contains rerised rules and standards for girls. National Section for Girls and Women's Sports, NEA. Price: 50 cents.

Recreational Games and Volley Ball Guide is an official publication of the National Section for Girls and Women's Sports, NEA. Price: 75 cents.



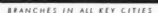
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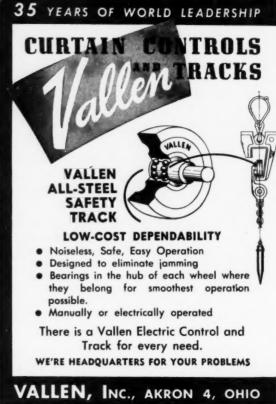
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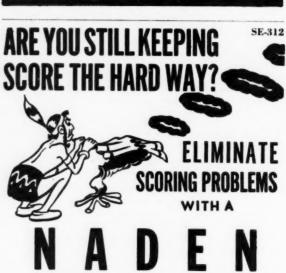
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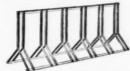
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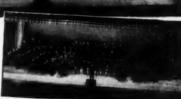
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JUSTRITE—(when filled with 100% sterilized horsehair)

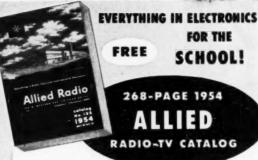
alias JUSTRITE-X

(when filled with "Master Blend"
—selected horsehair and SARAN
plastic bristle blend)

Often referred to as "most popular floor sweep you can buy". In addition to pure horsehair or "Master Blend" filling, usually trimmed to 27/8" long, is usually seen wearing streamlined hardwood block together with hardwood handle-both finished in natural lacquer. Has unusual bump on block called "binding screw"-alleged to keep handle from twisting and turning while in use, with ring to hang up sweep, thus preventing matting up of filling. Last seen in company of Janitors in hotels, motels, hospitals, schools, restaurants, factories and other institutions.

Be careful—this floor sweep is armed with money-saving qualities, resulting from long, serviceable wearing ability. Address all questions concerning this floor sweep to your Sanitary Supply Jobber or write to:





WORLD'S LARGEST STOCKS OF

- Radio Training Kits
- Lab Test Instruments
- Electronic Tubes & Parts
- Recorders & Accessories
 - Audio Equipment
 Tools and Books
 - Custom TV Chassis
- FM, AM Tuners & Radios

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FOR SCHOOLS

SEND FOR IT!

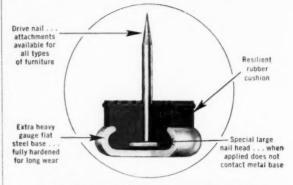
ALLIED is the one complete, dependable school supply source for all radio and electronic needs. We specialize in equipment for training purposes; our experts invite your inquiries. You'll find our 268-page 1954 Catalog the most complete buying guide to the world's largest selections of TV, Radio and Electronic equipment. Depend on ALLIED for time-saving, money-saving, expert electronic supply service. Write today for our free 1954 Catalog—your complete guide to everything in Electronic equipment.

ALLIED RADIO

100 N. Western Ave., Dept. 8-M-3 Chicago 80, Illinois

SE-281

BASSICK GLIDES for school furniture STOP NOISY SCRAPING OF FLOORS



Chairs, desks—practically any piece of school furniture—can be moved quietly without scuffing or scraping floors on these Bassick Glides. A complete range of sizes and types fit all wood and metal furniture. The Bassick Company, Bridgeport 2, Conn. In Canada: Belleville, Ont.



Bassick



MARING MORE RINDS OF CASTERS ... MAKING CASTERS OF MORE



Cram Man FOR

GRANTED"

Sad But True

Too often your STATE History and Geography Teaching is sadly neglected and poorly presented.

CRAM State Maps are just what you need-large size for classroom use-full non-fading colorseasy to read type.

An individual map for every state in the Union. Rivers, streams, lakes, mountains, cities, etc. Various types of mountings for your convenience. Write today for complete details Cat. No. 86. Or why not let the Cram man visit you.



Members of the National School Service Institute

THE GEORGE F. CRAM CO. INC. 730 E. Washington St., Indianapolis 7, Ind.



FOR -

ECONOMY DURABILITY GUARANTEED WORKMANSHIP-MATERIAL

THE "FEEL" OF SECURITY



More schools are finding that the lock with the "click" offers the utmost in security — yet the quickest and easiest to operate. Available with or without master key. Locks are numbered serially. Service records furnished free.

Write for Information

C. L. GOUGLER KEYLESS LOCK CO. 705-769 Lake St., Dept. 3, Kent, Ohio



RCO school furniture

These rugged and handsome desks, tables and chairs help pay for themselves in maintenance savings alone!

"No glare" Vircolite tops* are impervious to scratches, gouges, stains, cleansing agents . . . require no refinishing. Frames are of high-strength tubular steel with smooth, chip resistant finish.

*Also available in solid Eastern Maple



#460 One Pupil Table







Free catalog upon request. Send us your specifications and bid forms!

MFG. CORPORATION 15134 SOUTH VERMONT AVE.

MAILING ADDRESS: P. O. BOX 846, STATION H, LOS ANGELES 44, CALIFORNIA EASTERN OFFICE: 11 WEST 42ND STREET, NEW YORK 36. NEW YORK

Trapezoidal Multi-Mode Table, No. 2330



Round Table, No. 2320



Study Table, No. 2310



Utility Table, No. 2300

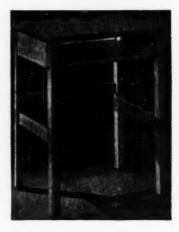
For maximum flexibility . . . National Modular School Furniture fulfills every classroom requirement

With the exclusive NATCOLITE Laminated School Top

Here is a complete line of multi-functional school equipment, designed to meet the specifications of modern teaching techniques. This furniture is completely versatile-easily arranged and rearranged to allow for an infinite variety of uses. Every desk and table in the National line has the Natcolite school top, surfaced with Nevamar plastic laminates in wood-grain patterns, specially developed and tested for uniform, low light reflectance and banded with matching Wynene plastic edging. The Natcolite top withstands years of punishment and eliminates maintenance problems, because it never needs refinishing or resurfacing. National School Furniture is highly efficient and modest in cost -adaptable to any school budget.



National School Chair, No. 2610 Deluxe No. 2710 Standard



National School Desk,

No. 2020 Deluxe

No. 2120 Standard

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND

New Product

News

Dental X-Ray SE-401 Portable for School Examinations



A new, portable dental X-Ray unit, the first commercial apparatus on the market designed especially for school examination programs, has been introduced by North American Philips Co.

This installation weighs only 62 lbs., is easily carried in a passenger automobile and operates from any standard 115 volt AC outlet. It can be quickly assembled and disassembled without tools and when transported, it fits neatly into a trunk which weighs only 40 lbs. and measures 40" long, 13" wide and 11" deep.

The important reduction in weight and size has been made possible by a revolutionary oil-immersed, rayproof and shockproof X-ray head, which weighs only 10 lbs.

NORTH AMERICAN PHILIPS Co., INC., ORALIX X-RAY DIV., 750 S. Fulton Ave., Mt. Vernon, N. Y.

SE-402

Book Storage Compartment Attaches to Tables

Uni-Stow storage compartments are a completely new idea in book storage. These horizontal compartments are rigid, die-formed, all-steel units designed so that two, three, or more can be interlocked and fill the underside of any horizontal surface with storage space within the limits of table - top measurements. Only a screwdriver is needed for installation.

Although especially designed for use with American Seating Co. No. 132 and 131 tables, the compartment can be used on either side of all tables, or on both sides of tables 30" or more wide.

The compartments interlock to form one, integral unit by means of steel dowels through rolled edges at front. Dipped in beige enamel and baked to a smooth, hard finish.

AMERICAN SEATING Co., Grand Rapids 2, Mich.

SE-403

Combination Padlocks Made of Stainless Steel



Master Lock Co. announces a new line of stainless steel combination padlocks incorporating greater strength and security at no increase in price. The new stainless steel case is 25% stronger than the brass case formerly used. It is rust-resistant and will retain its highly-polished finish indefinitely. The new locks also feature a case-hardened locking latch which is virtually impossible to shear.

For the school field, Master offers the No. 1500 regular combination padlock and the No. 1525 key-controlled combination padlock. Both are constructed entirely of hard-wrought metals and carry a two-year guarantee against mechanical defects.

MASTER LOCK Co., Milwaukee 45,

SE-404

Pressure Cooker-Kettle Is Inexpensive to Operate



Market Forge has designed a new Model ST-KG Combination Steam-It and 20-gallon Kettle. This equipment possesses the advantages of steam pressure cooking and a steamjacketed kettle for cooking vegetables, meats, fowl, and seafood as well as a kettle capacity for all kinds of soups, sauces and gravy. The unit operates at 15 lb, steam pressure and because it is directly connected to the 2-hp boiler, the steam pressure builds up almost immediately. The 20-gallon kettle is also connected directly to the boiler at the same pressure and will bring 20 gallons of water to a boil in less than 30 minutes.

Operation is inexpensive as the fuel is automatically controlled so that the gas is on only when steam is needed.

MARKET FORGE Co., Dept. FFD, Everett 49, Mass.

(Continued on page 130)

Art, Drafting Tables SE-405 Made of Basswood and Oak



The Mayline Art Tables shown above have a tilting section and a reference section. The tilting section measures 20" x 24"; the reference

section 20" x 10". A ledge strip on the tilting part holds board, pencils, crayons and brushes. The entire top is made of basswood while the base is solid oak with golden oak finish. A drawer is included.

A line of drafting tables is also offered by Mayline. These have individual drawer units and a drawing board compartment. The drawers are individually and master keyed. Six drawing boards, 21" x 26" or smaller, can be stored in the partitioned board compartment. The top is of solid basswood with metal end cleats. Tilt is controlled by tubular tilting devices. The base is of solid oak finished in golden oak.

MAYLINE Co., 619 No. Commerce St., Sheboygan, Wis.

The Anistochat

Of DISPLAY CASES

"Aristocrat" best describes Michaels "Time-Tight" exhibit cases. They are in a class by themselves... the product of painstaking care throughout every manufacturing process. They are designed for beauty as well as utility, and incorporate many outstanding features such as Innerlocking frames, a Michaels exclusive; fully mitered intersections; and there are no screws exposed on the surface of the frames except where necessary for access panels. These and other structural details reduce to a minimum the possibility of theft, and the ingress of dust and vermin.

"Time-Tight" cases are made in a range of sizes and styles sufficiently wide to meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial, and others.

Write for literature giving complete details and specifications.

THE MICHAELS ART BRONZE CO., INC. 243 COURT ST., COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

Glue

SE-406

For Woodworking Use

A quick-setting industrial adhesive, Colpres 10-B, that requires only 10 minutes at room temperature from clamping to machining, has been developed for furniture-making and woodworking.

Colpres 10-B is a two-part, urea resin adhesive for hardwoods, softwoods and plastic-to-wood laminates. In only 10 minutes after the clamps are applied, Colpres 10-B glue joints develop a shear strength in dense hardwoods of approximately 500 lbs. per sq. in. This is normally sufficient to permit removal of the clamps and start machining. Near ultimate strength is reached in 24 hours.

TIMBER ENGINEERING Co., Dept. C-10-B, 1319 18th St., N.W., Washington 6, D. C.

Projector Stand SE-407 Low Level for Primary Grades



The projector stand shown above has been designed specifically for use in the kindergarten and primary grades. It permits the projector to rest at near eye-level so that small children can see brighter, sharper pictures on the screen even under adverse conditions.

The 25¾" height permits the primary teacher to operate the projector while seated among her pupils. The lower shelf is designed to accommodate two, four and six drawer organized filing systems with a capacity of up to 270 filmstrips right where the filmstrips are used.

The stand is of all-steel, finished in silver-gray hammerloid. It will hold the classroom type of 16mm projector, filmstrip projector, as well as record players, tape recorders and other audio-visual equipment.

JACK C. COFFEY Co., Wilmette,

Table Lamp SE. In Smart, Modern Design

SE-423



General Lighting Co. has just introduced their Fixture No. 3008, a smartly designed, modern desk lamp for dormitory use. The stem is available in either brushed brass or brushed aluminum, while the base and reflector come in aluminum, sprayed simulated brass, or color. The shade is available with or without decorative perforations.

Up to a 100-watt light bulb can be used

GENERAL LIGHTING Co., 248 Mc-Kibbin St., Brooklyn 6, N. Y.

Transcription Player SE-424 With Continuously Variable Speed



A revolutionary new record player, with continuously variable speed from 29 to 86 rpm and a variety of other features, has been incorporated into a new line of portable transcription players announced by the David Bogen Co.

Although continuously variable in speed, the turntable locks instantaneously, without the use of a stroboscope, at the three popular speeds of 33½, 45 and 78 rpm, and is driven by a constant velocity motor which operates at peak efficiency at all turntable speeds.

The new record player, which will accommodate records up to 16", fea-

tures a weighted turntable with minimum wow and rumble, the former measuring less than ½ of 1 per cent. The turntable top is covered with grooved rubber for minimum contact with the record surface, to reduce wear.

THE DAVID BOGEN Co., 29 Ninth Ave., New York 14, N. Y.

Insect Spray Vaporizer Is Completely Automatic

The Hydro-Mist Commander is a completely automatic electric steam

vaporizer for destroying insects such as flies, moths, mosquitos, ants, roaches, termites, etc. This vaporizer makes it possible to treat two million cu. ft. of space with no manual attendance, once the controls are set. Complete coverage is achieved because the Commander sends the insect-killing vapor into far corners and through crevices, driving out insects and sterilizing and immunizing the whole area.

Operation is on 110-120 volts, AC or DC.

Hydro-Mist Corp., Div. of Arnold Laboratories, 1515-17 W. Glenoaks Blvd., Glendale, Calif.

100
USES FOR
Spencer vacuum cleaning at lower cost in your new building
Bare floors

When you specify a Spencer Vacuum System for your new building, you will provide for the removal of the coarsest grit from carpets and rugs and the finest dust from bare floors and drapes. As an extra dividend you will find that there are many other things Spencer Vacuum can do which would be tedious and expensive by hand.

For instance, radiators, air filters and boiler tubes. Or the removal of liquids or cleaning dry maps.

Spencer works faster and better, and that the maintenance over a term of years cannot be compared with any other method.

These and other uses for all types of buildings from hospitals and schools to office buildings and theaters, are described in the new Spencer Bulletin. Yours for the asking. BETTER
CLEANING
AT LOWER COST

Bare floors
Rugs
Smooth
surfaces
Walls
Dry Maps
Liquids
Boiler Tubes

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER

471-L

SE-408 Tape Recorder Is Small, Lightweight, Low in Cost



Telectrotape is a low priced tape recorder featuring dual track recording, fast forward and rewind, tape speed of 3¾" per second, and high impedance input for microphone, rad-

io, record player, etc.

The unit is small and lightweight, measuring 7 x 10 x 11½" and weighing just 14 lbs. Telectrotapes' reels may be kept permanently in place and may be used with the cover closed. An attractive luggage case houses the recorder.

TELECTROSONIC CORP., 35-18 37th St., Long Island City 1, N. Y.

Spectrograph

Versatile Instrument, Low in Cost

Bausch & Lomb Optical Co. have

SE-409



introduced a versatile new 1.5 meter stigmatic grating spectrograph designed to bring precision spectrog-raphy within the budgetary reach of colleges and even high schools.

The instrument is available in two models which provide different dispersions, resolving powers, and plate coverages. Both are capable of analyzing a wide range of non-ferrous materials and, in addition, are suitable for use on the more complex spectra of unalloyed gray irons, plain carbon steels, and low-grade ores.

Weighing only 150 lbs., the instrument is 12" high, 18" wide, and 60" long. The spectrograph's compact size and freedom from moving parts and adjustments were designed to meet the problems of institutions and the needs of inexperienced spectrographers.

BAUSCH & LOMB OPTICAL Co., Rochester, N. Y.

Silver Rack

SE-410

Is Convenient to Handle



Dishwashing experts advise that silver should be washed vertically. And the new eight-compartment stainless steel silver rack made by Metropolitan Wire Goods Corp. makes it possible to do just that. It has 12" handles and is ideally suited to pre-soaking silver before machine washing.

The racks measure $6\frac{1}{2}$ " x $13\frac{1}{2}$ " x $5\frac{1}{2}$ ", weight $4\frac{3}{4}$ lbs. and are convenient to handle. This rack can be placed inside any open type standard rack and run through the dish-

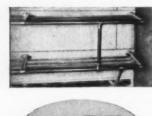
washing machine.

METROPOLITAN WIRE GOODS CORP., 70 Washington St., Brooklyn 1, N. Y.



A New LOW COST WARDROBE Practical, Easy to Install

Every up-to-date feature has been incorporated in this convenient, good-looking school wardrobe. Finely engineered in non-peeling alumilite finish . . . this well-made, easy-to-install coat and hat rack represents an exceptional "buy" . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof Fiberglas gliding curtaining. Compact, space-saving, this wardrobe deserves your careful consideration. Write for literature.



A. R. NELSON CO., INC. 210 East 40th Street, New York 16, N. Y.



NONEY

Brillo solid-disc steel wool floor BRILLO Floor Pads pads work evenly . . . apply wax or seal smoothly, without streaks or swirls. Daily once-over re-moves traffic grime-makes original waxing last longer. Gives brilliant finish to linoleum,

FLOOR PADS

asphalt or rubber tile, wood, and terrazzo. Sizes for all machines;

For free folder on low-

cost Brillo floor care, write to Brillo Mfg. Co., Dept. 8, 60 John

St., Brooklyn 1, N. Y.

make waxings last longer



Greater polishing action with solid disc



SE-306



You can be a professional "draftsman" in min-

You can be a professional "draftsman" in minutes (so can anyone in your office.)

Everything you need to make an accurate, professionally drawn graph is pre-printed on self-sticking acetate tape! Lines, dotted lines, bars, people, coins, autos, — everything! Merely plot your dots-roll on whatever you want. Presto! A professional graph, without professional help, time or costs.

Write today for all the details on this revocational help, time or costs.

utionary graph-making method! Chart-Pak materials also available for organization and flow charts, and office layout.

N/		
ADE MARK CHART-PA	K, INC.	
102P Lincoln Ave.	Stamford,	Conn.
Rush that Chart-Pak	information	to:
Name		
Company		
Address		
City	State	



Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.



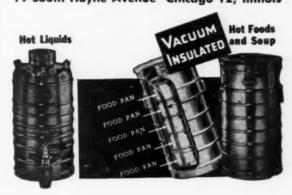
The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVoiD vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can't raise the cost of meals to the children, but you can "stretch your budget dollars" with AerVoiDs. Our food consultants will help you with suggestions without cost.

Circular SE-10 tells exactly how one city's schools saves money with AerVolDs. Write for your copy today. No obligation.

Vacuum Can Company 19 South Hoyne Avenue Chicago 12, Illinois



Ice Remover

SE-411

Keeps Surfaces Ice-Free

Ice-Off is a new type of anhydrous substance which is 97% active for snow and ice removal. Made in dry pellet form, it thaws snow and ice with 10 times the power of flake calcium chloride at 10°F, without the corrosive or bleaching action common to chlorides.

Internal generation of heat provides fast melting action. Ice-Off may be applied at the beginning of a snow fall or freeze and will keep surfaces clean and ice-free for hours. It may also be used under the rear wheels of automobiles for traction.

Supplied in convenient asphaltlined 2 lb. cartons with a spout for easy pouring. Bulk containers also available.

THE SURFACE PROTECTION Co., Inc., 16799 Euclid Ave., Cleveland 12, Ohio.

Hobby Horse

SE-412

Healthful Fun for Kindergarteners

Wonder Products Co. have produced a realistic plastic hobby horse to fit the particular needs of kindergartens. The Wonder Horse DeLuxe has the coloring of a Palomino and is designed to stand up under "rough



riding" without shattering, chipping or peeling. The plastic has the additional advantage of washing off easily with soap and water.

In addition to being fun, the hobby horse provides body-building, healthful exercise for growing youngsters. The patented gaited action of the springs puts leg and body muscles into play and helps develop grace and coordination.

WONDER PRODUCTS Co., Collierville, Tenn.

Treadle Wheel

SE-413

For Ceramics



The Craftool Treadle Wheel has a number of unusual features. The unit is adjustable in height and has a 75lb. balanced fly wheel mounted on a 1" shaft which runs on two self-aligning ball bearings. The foot treadle can either be used for left or right action and has three speeds. The head is a heavy, cast aluminum, reversible type. A removable, plastic tray, $20'' \times 20'' \times 4\frac{1}{2}''$, is furnished for easy cleaning.

The entire unit is of tension bolted, steel construction, which makes it practically vibrationless. The machine has a gray, baked enamel finish. Arm and side rests and water pot are supplied.

CRAFTOOLS, INC., 401 Broadway, New York 13, N. Y.







lower your bus maintenance costs. Mud, dust and grime are soaked, scrubbed and rinsed away in one single operation to keep your equipment looking like new.

Invest in Flo-Pac Fountain Brushes for long service at low cost. They embody the highest quality of materials and workmanship. Brush plates may be replaced when needed. Flo-Pac is your buy for economy-order from your jobber today!

AMERICA'S MOST COMPLETE LINE OF QUALITY BRUSHES

Flour City Brush Co. Pacific Coast Brush Co.
Minneapolis 4, Minn. Los Angeles 21, Calif.

brass hose connection, heavy rubber gasketbumper. Weight complete, only 21/4 lbs.



FLEETWASH . . FLEETWASH . . . oblong type, choice of selected bristle bakelite set in refillable aluminum plate, or blended nylon in replaceable pressed fibre plate, both in 2% x 10° cast aluminum head, Rubber bumper . handle.



NATIONAL LOCK built-in combination locks

Ruggedly-made National Lock built-in combination locks give you complete locker protection. These outstanding locks feature improved construction throughout. Huskier, heavier working parts are engineered to prevent "forcing." The locks employ a stronger method of mounting on locker doors. Designed for longer, trouble-free life.

Many of America's most re-apected locker manufacturers feature National Locks as im-portant built-in equipment. Look for National Locks on the lockers you buy.



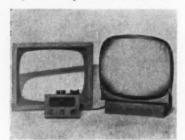
No. 68-268 Not Masterkeyed



Rockford, Illinois . Lock Division

System

Operates by Remote Control



A central remote control television system which operates as many as 32

Multiple Picture T.V. SE-414 or more different picture tubes from a single tuner has been developed by Conrac, Inc. for school use. Designed around the trade name "Fleetwood" Remote Tuner, the system provides power to furnish high quality picture reception from one to over thirtytwo different picture chassis from the central control point. This is achieved through the installation of one or more distribution amplifiers between the central tuner and the individual picture chassis.

The new system materially decreases the original installation costs, maintenance expense and equipment bulk wherever multiple picture presentation is required.

CONRAC, INC., Glendora, Calif.

Grass Catcher

For Rotary Mowers

SE-415

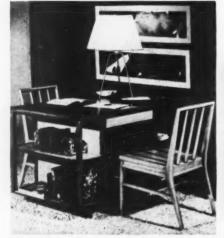


Sensation Mower, Inc. have developed the Mow-Blo rotary blade mower that will pick up grass clippings. This machine may be used either with or without the clipping catcher. The grass catcher is chassis mounted, so that there is no extra weight on the handle. The air blast loads it, so it is not necessary to tamp or smooth the clippings by

The mower is built in 18" and 20" sizes with many combinations of power, from ½ to ¾ HP electric motors and from 1.6 to 2.5 HP gasoline

SENSATION MOWERS, INC., Ralston, Neb.





The double desk has two roomy shelves on each end, a spacious drawer on each side. Cabinet tops and edges are cigarette burn-proof Micarta.



The mahogany and hackberry woods are finished in Durabake, impervious to alcohol and alcohol derivatives.

SE-416 **Folding Table** Rolls Easily on 4" Casters



The Sico L-B Table will seat up to 14 persons around its entire perimeter, yet will fold down for storage in an area of only 7.3 sq. ft. Patented "Floating Fold" action permits manipulation of the folding linkage with only 7 lbs. pressure and without danger to fingers from pinching. The table rolls easily on 4" rubber casters when folded and will not tip in that position as 80 per cent of its weight is within 45" of the floor.

This table is easy to maintain as there are no crevices and corners have been rounded. The top is of hard laminated plastic that resists burns, stains and cuts, yet wipes clean with a damp cloth.

SEATING, INC., Dept. KP, 6045 Pillsbury Ave., Minneapolis, Minn.

Adaptable, durable-the ideal furniture for any student room



This Tradewinds easy chair has a reversible seat cushion and wall-saver legs.

Furniture for college rooms must be smartly designed, versatile, compact and comfortable, yet constructed to take exceptionally hard usage. Handsome Tradewinds answers all these specifications. Backed by a great name-Furniture by Tomlinson-with over half a century's leadership styling furniture of unmatched value, this furniture is painstakingly crafted to give years of service. For complete facts and the name of your nearest dealer, write to Contract Division, Furniture by Tomlinson, High Point, North Carolina.



FOR STUDENT ROOMS, LOUNGES, DORMITORIES.



SE-311

RE EXIT

RUSSWIN . For Single and Double

Doors Rim Type—Easy To Install SARGENT

#5344 EOP Fin. Sprayed Bronze. (No Outside Operation) \$23.47 ea. Stock Size of Bolts is for doors not exceeding 3'6" wide, 8' High. Can be used on either Right Hand Reverse Bevel door or Left Hand Reverse Bevel door.



"Everything for the Door but the Door"

We are prepared to make immediate shipment from our stock of AP-PROVED TYPE Fire Exit Bolts by: SARGENT

> For Single Doors or Double Doors With Mullion

> > Rim Type—Easy To Install

RUSSWIN

#465 Fin. 11D—Dull Bronze #465¹/₄ Fin. 11D—Dull Bronze (No Outside Operation) #465 Fin. 10U—Unpol. Brass #465 Fin. 10U—Unpol. Brass

(No Outside Operation) When ordering specify "Hand" of door, Right Hand Reverse Bevel or Left Hand Reverse Bevel.

Stock size of Bolts is for doors not exceeding 3'6" wide. Larger sizes to order.

and "Hand" of your existing defective Fire Exit Bolts. We can supply replacements of equivalent model and make. No alterations to your door or jamb will

Send us the Migs. Name, Bolt No.

be necessary.

Write us for RUSSWIN, SARGENT or CORBIN Fire Exit Bolt Catalog for detailed description and illustrations of all current model bolts.

Also in stock: Door Closers, Locks, Padlocks, Locker Locks, Key Blanks, Door Holders, All makes.

Fast service on door closer repairs, too.



\$36.42 ea.

\$30.36 ea. \$30.36 ea.

SPECIAL PRICES ON QUANTITY ORDERS All Prices F. O. B. N.Y.C.

HERMAN'S DOOR EQUIPMENT & SERVICE CO.

33 West 125th Street, New York, 27, N.Y.

SE-310

An easy, sure-fire way to reduce locker troubles ... install

DUDLEY LOCKS

With these dependable Dudley combination padlocks and Dudley Master Chart Control, locker lock troubles fade away. Or if you prefer Master Key Control, specify Dudley's P-570 with the exclusive master key which even commercial locksmiths cannot duplicate on key-making

Dudley offers a complete line of locker locks, including built-in locks. Over 30 years of Dudley "know-how" have made these locks the favorites in American schools.

Write for the illustrated Dudley catalog. You'll get details of the Dudley Self-Financing Plan, too.

DUDLEY LOCK Corporation

DEPT. 1219, CRYSTAL LAKE, ILLINOIS

FOR YOUR WIDE WINDOWS



The Draper X-L unit shown above provides for windows of unlimited width



FOR WINDOWS OF ANY TYPE OR SIZE X-L-For extremely wide and multiple windows.

THERE IS A DRAPER DARKENING SHADE

PAKFOLD—One set of demountable shades may be moved from room to

LITE-LOCK-Roller box and side channel equipment for laboratory installations

SKYLIGHT-A rugged and efficient

WRITE TODAY for our latest 20 pg. catalog, "Correctly Controlled Daylight" — with cloth samples, etc.

LUTHER O. DRAPER SHADE CO.

P.O. Box 421

Spiceland, Indiana

Masonry Paint

SE-417

For Interior, Exterior Surfaces

Cindrseal is an oil base masonry paint for the protection of interior as well as exterior surfaces against moisture penetration. This product seals and beautifies all types of masonry surfaces, in most cases with just one-coat application.

Cindrseal is a flexible coating that conforms with the normal expansion and contraction of masonry, giving protection to the paint film against cracking and peeling. Special fungicidal agents have been incorporated

in the formula so that these offer resistance to the deteriorating action of mold, mildew and other types of fungus growth.

An outstanding feature of the product is the extremely fine grit which is blended into the mixture with a special process so that this aggregate stays in complete suspension.

One gallon covers 100 to 250 sq. ft., depending on the type of surface to be coated. Available in a wide range of colors.

Ohio Paint and Color Co., 12416 Euclid Ave., Dept. SEN, Cleveland 6, Ohio.

Sound Broadcaster

Has 6 Position Zone Control

A new 60-watt Sound Broadcaster for institutional use has been announced by Mark Simpson Mfg. Co. It has a built-in three-speed automatic record changer, an AM/FM tuner and three separate inputs which enable it to transmit sound from record, radio or directly from a microphone. In addition, it can transmit such sound to any of six zones or all of them simultaneously.

These features make the equipment especially useful for paging, broadcasting of recorded music and important speeches, for announcements, and for fire and emergency warnings.

Rated at 60 watts class AB-1 at less than 5% distortion, it has peak power at 80 watts. Frequency response is ±2 db 50 to 10,000 cps.

MARK SIMPSON MFG. Co., 32-28 49 St., Long Island City 3, N. Y.

PRETTIEST TEACHER OF 1953 ASKS: Do You Teach Safe Driving NELL McGREW OWEN—LIFE cover girl

Yes, you do teach safe driving—because you know how to drive safely. Statistics show educators, as a group, rate high as careful automobile drivers and maintain their cars in safe operating condition.

Why, then, shouldn't you benefit from your safety-consciousness? GOVERNMENT EMPLOYEES INSURANCE COMPANIES recognize this desirable quality in you by offering teachers a preferential status. For you,

this means lower insurance rates plus unexcelled service.

You receive savings of up to 30% from standard rates for two main reasons: you are a preferred risk and you deal directly with the company thereby eliminating the expense of agents and brokers.

A nation-wide network of more than 500 experienced claim representatives assures you of fast, equitable and efficient claim service.

MAIL THIS COUPON TODAY . . . There is no obligation!

	me					Age	8	iingle Marrie	d (No. of	Children
										10
-	Year	Make	Model (Di	x., etc.)	No. Cyl.	Body S	tyle . C	est	Purchas /	e Date New / Used
1.	Additional			in household at present time: Marital Status			No. of Children		% of Use	

Hot Plate

SE-419

For Laboratory Work

The Model 2500 Temco Hot Plate has a 7" diameter and is round in shape. The extra sensitive thermostat provides stepless control from room temperature to 270°C. Surface plate temperature varies less than 3° at any point over the full heating range. The top plate, being cast aluminum, heats fast and evenly, and reaches top temperature in 25 minutes. Numbered graduations on the dial serve as reference points for setting the control knob. A neon light indicates on-off action of the heating element.

Supplied with a 5' heater cord and plug. Operates on 110 volt, 25-60 cycle, AC only. Power rating 660 watts, 6 amperes.

THERMO ELECTRIC MFG. Co., Dubuque, Iowa.



Like marble, slate is a building product of nature, so formed that its life is indefinite. All substitutes attempt to duplicate it but fall far short. There is no longer any need to accept slate substitutes just to get color for GESCO'S new 20-20 surfacer gives you a permanent green slate as well as the standard slate color.

And GESCO Slate saves you money. Moderate in cost there is no need for replacement because of explosions, warping, wear, etc., as there is in slate substitutes.

GESCO Slate is available in any shape or size you specify. Easily in stalled without expensive foundations.

Get full information TODAY. Write for catalog 700.





GREEN SLATE PIONEERS

WIND GAP, PENNSYLVANIA



WRITE TODAY for free consultation or additional information

Pittsburgh Stage Inc.

2705 No. Charles St.

Dept. SE-12 Pittsburgh 14, Penna.



Pudding Pan

SE-420

Also Suitable for Roasting



The Bake-and-Sheet Pan above is the newest addition to the Commercial Aluminum Cookware Line. It is recommended for preparing custards, pastry, puddings, etc. Space-saver steel "Drop Handles" provide maximum ease and steadiness of carrying, and minimum space when not in use. The new pan is also excellent for open roasting and for display of bulk goods.

Dimensions are: 12½" wide, 18½" long and 2" deep. The model number is 1800 AH.

HARLOW C. STAHL Co., 1375 E, Jefferson Ave., Detroit 7, Mich.

Filmstrip Projector SE-42 Pictures Advanced by Remote Control

A series of remote control filmstrip projectors which allow instructors complete control of their lectures from any point in the room has been announced jointly by the DuKane

SE-243



Corp. and the Society for Visual Education, Inc.

The Industrialist, available in 500, 750 and 1000-watt models, incorporates the Synchrowink mechanism which advances pictures instantly. The 1/20th of a second instantaneous picture change does away with the annoyance of one picture pushing its predecessor off the screen. Positive framing of each picture as it is advanced is assured with the Microframe control.

Both 35mm filmstrips and 2" x 2" slides may be projected. Slides can be projected manually by means of a slide changer which is included as standard equipment.

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill.

Introducino

an all-steel, mobile

Storage CART

designed for ceramic and clay work!

● Grade-Aid Clay Cart is the first mobile all-steel unit specifically designed for clay storage. The stainless steel or galvanized steel bowl, holds a supply of clay ample for an entire class — the roomy lower compartment provides storage space for clay working tools and unfinished projects — the All-Swivel type heavyduty casters permit easy handling by teacher and pupil alike!



● The cover helps retain the natural moisture of the clay as well as insure cleanliness. The Grade-Aid Clay Cart is functional and durable . . . an attractive and useful addition to any classroom.

Write today for complete details! Grade-Aid Clay Cart is made by the manufacturers of the famous Grade-Aid "Cubbies" all-steel sink and counter combination.

only Grade-Aid CLAY CART has all these exclusive features!

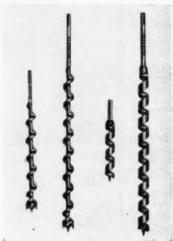
- one piece lifetime stainless steel or hot dipped galvanized steel, deep drawn storage bowl, with all vertical and horizontal corners fully rounded!
- economical in initial cost and maintenance!
- easy to clean with only a damp cloth!
- extra storage compartment for project equipment!
- rounded edges . . every metal edge returned for safety!
- non-marking rubber bumper . protects cart, walls and classroom furniture!
- smooth . . attractive . . baked enamel finish!
 COLOR: Grade-Ald beige

PRICES F.O.B. FACTORY:
With stainless steel storage bowl
\$39.

With galvanized steel storage bowl \$28.50

Electric Drill Bits SE-422

Are Heat-Treated for Strength



A new line of bits especially designed for use in portable electric drills is now being made by Greenlee Tool Co. The bits have fine-pitch screw points to compensate for high rpm of electric drills and are completely heat-treated for extra strength. Shanks are accurately machined for precise alignment of the tool throughout

GREENLEE TOOL Co., Rockford, Ill.

COLONIAL ENGINEERING CO., INC.

maggi

MAGGIS SEASONING

Sleight-of-hand with a dash of Maggi's Seasoning develops food flavor to its peak and keeps it there Old-world chefs have used this trick for years . . . making the subtle hidden flavors of soups, stews, gravies, vegetables and meat spring to life.

IN HANDY QUART SIZE WITH "STEADY FLOW" POURING SPOUT



Cooking magic with Maggi's Granulated Bouillon delights the most discriminating patron. Enrich gravies, sauces, vegetables and stews with economical-to-use Maggi's . . . which also makes an excellent full-flavored stock or an instant beverage.

PRODUCTS OF THE NESTLÉ COMPANY, INC. WHITE PLAINS • NEW YORK

maggiʻ

world-famous flavor products

seasoning... granulated bouillon cubes NUMBER & OF A SERIES

make the MAGGI SOUP TEST!



Take a plate of your regular soup which is ready for serving. Taste it. Then add 3 or 4 dashes of Maggi's Seasoning, stirring it well. Then taste it again. Note how its natural flavor is improved . . . how much richer and more appetizing your soup has become.

NEW! ... STAINLESS STEEL CASE Master No. 1525 Thousands of combinations, with 3-number dialing, protect the student - yet only one school-owned master key opens every locker Master No. 1500 Same as No. 1525, but without key CONTROLLED School's master FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8. Master Lock Company. Padlock Manufacturore



Fence Painter

SE-426

Reading Devices

SE-427

Simplifies Wire Fence Painting

The FencPainteR Kit makes it possible to paint wire fences, wood fences, wire partitions, window guards, etc. The kit consists of a handle, applicator guard, bracket, handle bolts, and complete applicator with attachment lags.

The applicator is a roller type device which does a complete covering job. A special enamel is also avail-

FENCEPAINTER CORP., 2314 W. Van Buren St., Chicago 12, Ill.

Low Cost Models Available

Three new low cost reading evaluation and training devices bring read-ing aids within the reach of every classroom and library. Designed for self-directed use by an individual, the units consist of an Eye-Analyzer, an Eye-Span Trainer, and a reading Rateometer.

The Eye-Analyzer makes possible the observation of reading eye-movements and the measurement of reading skill. It consists of a spectacletype device with an inclined trans-

Standard Model C

\$107.50

parent mirror. It is possible to estimate length and number of eyepauses, number of backward eyemovements and smoothness of eye movement rhythm.

The Eye-Span Trainer is used for training the eyes to see more in shorter intervals of time. It is a hand-operated shutter which is moved along the page of practice items including numbers, words and phrases. The speed of the shutter and difficulty of the practice items can be varied.

The Rateometer is designed to aid the individual to read faster and better. It moves a plastic shutter over a page of reading at a rate which can be controlled in words per minute. An ingenious calculator on the face of the unit makes it very simple to adjust the speed of the shutter to the word spacing of the reading material. A reader can pace himself at increasing rates thereby improving his eyemovement rhythm, his reading speed, his concentration, and his understand-

AUDIO-VISUAL RESEARCH, 531 S. Plymouth Court, Chicago, Ill.

SE-428 Basketball Backstop New Model is Portable



The BR24-P Portable Backstop shown above makes it possible to use off-season tennis courts as well as "limited use" gym and auditorium space for additional recreation areas. The backstop, designed for safety, with extended goal, provides a much needed accessory.

Supplied with either plywood or steel Fan-shape Backboard and Official Regulation Tie-Less Goal, the unit is well built for years of extrahard service.

Wells All-Steel, Products, P. O. Box 192, Dept. R, N. Hollywood, Calif.



369 MYSTIC AVE.



Snyder STEEL BLEACHERS

> portable sectional permanent

Safe...All Snyder grandstands and bleachers, with the exception of seatboards and footboards, are built throughout of structural steel, making Snyder Steel Stands Safer.

Economical... Ease in installation,

fabricated for long usage, and designed so that additional sections can be added, or moved about, makes Snyder Steel Stands Economical

So for Safety and Economy, specify Snyder Steel Stands or Bleachers. Our engineers will gladly help in planning your next installation.

For further information write:

SNYDER TANK CORPORATION P. O. Box 14, Buffelo 5, N. Y. . P. O. Box 2390, Birmingham 1, Ala

SE-298



Add smart looks to your seating arrangements with handsome Hostess Folding Chairs! Choose from 6 rich metallic finishes and 8 colorful plastic coverings.

Hostess Folding Chairs retain their beauty, give you years of service. Rugged all-steel construction with noiseless, single-motion opening and closing. Full-size seats and backs fold together to protect upholstery in storage. Attachments available for alignment and row-spacing — also portable hand trucks for storing 24 or 36 chairs.

· Write for free, color folder

THE BREWER-TITCHENER CORPORATION, CORTLAND, N.Y.



Kitchens and cafeterias are no longer necessary in today's modern school. One central school kitchen prepares meals for all the other schools at much lower cost ... sends them back by truck in the NACO Portable Cart. Just plug NACO in an electric outlet and serve. . . right in the gymnasium or auditorium. About 300 Oven-Hot meals are kept in three, insulated, "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. NACO Portable Cart is designed to fit into a

Detachable insulated

Write for full information and cost analysis of serving line. this plan and names of schools now successfully using NACO Carts.

NACO PORTABLE FOOD CARTS...

Lower costs Hot meals Dry heat Less food waste Insulated sections Special "cool" section 300 meal capacity Easy to clean Less Maintenance expense Portability — just roll in No special wiring Sectional heat regulators

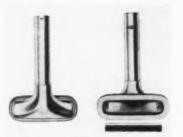
Division

National Cornice Works 1323 Channing St. • Los Angeles 21, Calif. Export Division: 301 Clay St., San Francisco, Calif.



SE-429

Attaches to Vacuum Cleaners



Designed for use with industrial and commercial vacuum cleaners, the hand nozzle above features a steel back horse hair brush that snaps into two spring clips in the center of the nozzle opening.

Whereas old type brushes at the perimeter of the nozzle collected dust on the outside areas away from the suction area, the new center type of brush accumulates dust and dirt directly in the path of maximum suction. Prolonged field tests have shown this new type of nozzle to be far more efficient in dust and lint pickup.

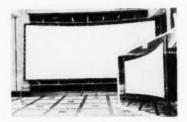
The nozzle is made of polished aluminum encircled by a resilient plastic bumper to prevent scratching or marring of polished surfaces.

BREUER ELECTRIC MFG. Co., 5100 N. Ravenswood Ave., Chicago 40, 111.

Wide Screen

SE-430

For 16mm Projection



portable Radiant Curvex The Screen for 16mm projection is being manufactured in sizes from five feet to 20 feet wide. The screen is made with a highly reflective silver fabric that is two and one-half times as wide as it is high. The picture is projected on the screen with an anamorphic (squeeze) lens that shows an image which approximates the wide expanse of normal vision, thus giving the viewers a sense of being in the picture. The aluminum framework of the screen curves the fabric to help increase the illusion of depth.

When the screen is not in use, the fabric may be rolled and the lightweight frame folded for quick storage into a metal case which makes the

unit easy to carry.

RADIANT MFG. CORP., 2627 W. Roosevelt, Chicago 8, Ill.

12" Lathe

SE-431

Turns Stock Up to 12" in Diameter



A new lathe capable of turning stock up to 12" in diameter and accommodating spindles up to 37" in length has been introduced by De-Walt Inc. While designed primarily as an attachment for the DeWalt Power Shop, the lathe can be used as an independent workshop item. It can be mounted on any workbench and powered by any type motor.

Principal features of the new lathe are its adaptability, sturdy construction, large capacity, precision, and its low cost.

DEWALT INC., sub. of American Machine & Foundry Co., Lancaster,



Enjoy 30 Day Free Trial!



Easily clears the most stubborn drain and sewer stoppages

The ideal plumbing service tool for maintenance men!

- No chemicals, no snakes, no electric cables, no pushing through, no costly excavations or pipe replacements.
- Uses IMPACT . . . a basic scientific principle of POSITIVE HYDRAULIC POWER.
- Works perfectly on clogged toilets, sinks, sewers, etc. Services up to 6" pipe.
- Thousands used in institutions and in-dustry. 3,000 have been furnished to government agencies.
- Prove it to yourself! We accept orders subject to 30 days trial in your own plant.







Write for Information, Prices, Details of Free Trial Offer!

HYDRAULIC MANUFACTURING CO.

Dept. \$ 12

Kiel, Wisconsin

SE-303







Dual-Channel All-Program System PLUS Intercommunication

NOW, you can have the most complete program, distribution and operational facilities ever designed in a School Sound System. The RAULAND S260 Console, with facilities for up to 160 classrooms, simplifies administrative control, provides the most versatile distribution of microphone, radio, phonograph and recorder programs to enhance instruction, and offers simultaneous 2-way communication between any classroom and central control Console. Here, truly, is the ultimate in School Sound.

- FM-AM RADIOS: Two (2) supplied. Selects for distribution to any or all rooms, any radio program on the complete FM band or the entire AM standard Broadcast Band.
- PROGRAM PANELS: Two (2) supplied—selects any two of 6 microphones and mixes them as desired, or mixes one microphone with Radio, Room-Return or any one of 4 programs—Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- MASTER CONTROL PANEL: Provides 2-way conversation with any room. Includes one-operation Emergency Switch placing Console microphone instantly in contact with any or all room speakers. Also includes for 2 automatic Program Clock and Monitor Speaker controls.
- SWITCH PANEL: Selects any or all rooms (available with up to 160 room capacity) for program distribution. Switches provide distribution room capacity) for program distribution. Switches provi for 2 programs, for intercommunication and for room-return.
- TRANSCRIPTION PLAYER: Plays records of all sizes and speeds, including 16" transcriptions. Record Changer and/or Tape Recorder may also be used with facilities to distribute all three programs.

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION Rauland-Borg Corporation 3515-E West Addison St., Chicago 18, III. Send full details on RAULAND School Sound Systems. We have classrooms; auditorium seats Name.....Title......Title..... City.....Zone....State.....

Rubber Matting

SE-432 Co., P. O. Box 1071, Boston 3, Mass.

Is Dead-White, Resists Discoloration

A new all-white rubber floor matting has been perfected for the first time by the Boston Woven Hose & Rubber Co. Known as Nu-Tread Alpine White, the corrugated rubber floor matting is a dead white with black backing. The matting has been made possible by a process known as Rotocure.

BOSTON WOVEN HOSE & RUBBER

Interior Paint SE-433

Dries in 30 Minutes

Pierce Painters and Decorators Latex Flat Paint is odorless, completely washable and non-yellowing. It dries in just 30 minutes, making it possible to apply a second coat the same day, thus cutting labor cost and time on the job in half.

This paint has exceptional sealing and hiding qualities and spreads without pull or drag, producing a smooth, flat finish. Glue size, primer, sealer and shellac no longer need be used since two coats of this new paint will do the job which required three coats formerly. On plasterboards, this paint will not raise the nap of the wallboard.

F. O. PIERCE Co., Long Island City, N. Y.

Plaque Mounting

SE-434

Permanently Preserves Awards, Etc.

The Perma Plaque is a process which has been developed to permanently frame and preserve awards, diplomas, certificates, photographs, etc. The Perma Plaque frame is made of hard wood and plastic eliminating the usual glass frame.

This plaque is unbreakable, washable and comes in a variety of woods

and colors.

PERMA PLAQUE CORP., 1110 N. Virgil Ave., Hollywood 29, Calif.

Printing Calculator SE-435 Calculates, Proves, Prints



The Model 99 Automatic Printing Calculator, latest in Remington Rand desk-top equipment, is designed to handle every phase of business arithmetic.

Its ten-key, touch-method keyboard activates a high-speed mechanism which automatically calculates, proves and prints on tape any and all problems involving fully automatic multiplication, division, addition or subtraction.

Higher input has been attained in the Model 99 by means of individual multiplier keys for fully automatic operation. Computation time has been cut through Automatic Short Cut Multiplication and an exclusive twospeed motor that steps up its tempo

24% faster for computing than for printing.

REMINGTON RAND INC., 315
Fourth Ave., New York 10, N. Y.



• These are a few of the many features that make Bennett Bilt Waste Receptacles a natural buy. Quality and every consideration for hard usage are self-evident both inside and outside of these receptacles.

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City

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Kindly send copy of the full Receptacle Catal	to my personal attention a FREE ly illustrated Bennett Bilt Waste
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Name	~ B·
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HERE'S THE PROVEN WAY TO CLEANER CHALKBOARDS

Try this favorite combination in your school. See how Neverip erasers, vacuum cleaned regularly with a Little Giant eraser cleaner, keep chalkboards cleaner. Writing shows up clearer; the whole room is brighter, more attractive. A test will convince you.

NEVERIP

and

Little Giant

proved from coast-to-coast

Use Neverip Erasers...

Feel the handling ease as you grasp the rounded back . . . note the brush-like action of the erasing felts . . . see them clean with an ease and efficiency not expected from ordinary erasers. Economical, too, for with 25% more felt, Neverips wear longer.

and a Little Giant ...

There is no better way to clean erasers. Little Giant's double action . . . a whirling brush plus powerful suction . . . draws out every bit of embedded chalk dust. And when erasers are so clean, they work like new.

Get the full story on the Neverip-Little Giant combination for your schools. See your school supply dealer or write us today for Circular N R 53,

Beckley-Cardy Company 1632 INDIANA AVE. . CHICAGO 16, ILLINOIS

SE-320

Informs the public on school aims & programs.

THIS

MONTHLY

LEAFLET

Our Schools provides the materials YOU would like to prepare for the laymen of your community if you had the TIME!

This popular "green sheet," written in simple, everyday language, is reprinted from the SCHOOL EXECUTIVE every month for distribution to Board members and other public-minded citizens.

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10 copies for 1 month \$1.00; for 12 months \$10.00 25 copies for 1 month 2.00; for 12 months 20.00 50 copies for 1 month 3.00; for 12 months 30.00 100 copies for 1 month 5.00; for 12 months 50.00

(Sorry, we cannot accept orders for single copies)

THE SCHOOL EXECUTIVE

470 Fourth Avenue

New York 16, N. Y.



Audio-Visual Aids

SE-501 Mapstrips

Age of Discovery and Exploration. Color. The Crusudes and Early Trade Routes, The Norsemen, Portugal Seeks a New Route East, A New World Is Discovered, Spanish Explorations, French Explorations, English and Dutch Explorations, These seven mapstrips in color economically provide the history or social studies teacher with a wealth of source material. Each strip consists of a sequence of accurate maps showing the great movements of this age in relation to their geographic backgrounds. Each map presents a single concept. Inset drawings portray significant incidents pertinent to the map. The Jam

HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-502 Health Services

Anywhere, U. S. A. This series of six dramatic motion picture highlights important facts about health. It is available on a free loan basis to high schools and other community organizations. The films are presented as a public service by the Health Information Foundation to foster a better understanding of the nation's health services and facilities. The series shows how new discoveries, techniques, and ideas have revolutionized medicular care in the past few years, resulting in prevention and control of disease, rehabilitation of the handicapped and in

payment plans which relieve the financial burden of serious illness or injury. Asso-CIATION FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-503 Vocational Education Aids

Starrett Educational Material. The L. S. Starrett Co. has a four-page folder available which lists wall charts for school shops, educational charts of the blue-print type, a 16mm motion picture titled, The Tools and Rules for Precision Measuring, and a number of other informative folders for vocational training. The L. S. STARRETT Co., Athol, Mass.

SE-504 Science Filmstrips

The How and Why Science Series. The L. W. Singer Co., Inc. have available a four-page folder describing nineteen filmstrips designed to supplement the teaching of elementary science where a complete science program is the objective of the school. There are six topical series, three filmstrips to each topic (one for primary, one for intermediate, and one for upper grade levels) forty to fifty frames in each strip. The L. W. SINGER CO., INC., Syracuse 2, N. Y.

SE-505 Educational Film Catalog

Coronet Films, 1953-1954. 66 pages. The new Coronet catalog is available describing 487 f6mm educational sound motion pictures. The material is organized by grade level and subject matter within each level. Each film is described and prices are given. Coronet Films 65 E. South Water St., Chicago 1, Ill.

SE-506 The Calendar

The Calendar. Color filmstrip series. The six titles in this series are: How a Day Passes, A Busy Week, The Month, The Year, Spring and Summer, and Autumn and Winter. Each of these full-color frames helps teachers get across often difficult - to - teach facts about seasonal changes in life—how such changes affect our activities, family life, school life, playtime, farming, industry, clothing, business, and all other phases of life around the country. For grades 3 to 5. Popular Science Publishing Co., Audio-Visual Div., 353 Fourth Ave., New York 10, N. Y.

SE-507 Color Cartoons

Bubble and Squeek. A new series of cartoon films are now available featuring Bubble and Squeek. Titles include: Big City, Fun Fair, Home Sweet Home, The Old Manor House, and the Loch Ness Legend. On sale in color or black and white, 16mm. sound. Cornell Film Co., 1501 Broadway, New York 36, N. Y.

SE-508 Rand-McNally Geography Filmstrips

The first in a new series of color film-strips correlated with the Rand-McNally textbooks by McConnell entitled Geography of American Peoples, has just been released. The first set to be released is The Northeastern United States. The remaining three are: The South, The Middle West, and Canada and the Far North. The series was designed to present a clear explanation of how people live in each region of the Americas. Society for Visual Education, 1345 Diversey Parkway, Chicago 14, Ill.



see. The new MASTERMADE DeLuxe Movable Desk brings you a combination of practical functional design . . . plus rugged structural strength. It has new style . . . new comfort . . . new features that mean years longer service from every desk. It's

See the new MASTERMADE De-

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LOCAL ROWLES SCHOOL EQUIPMENT DEALER
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complete details by calling your

roomier . . . quieter . . . and fool-proof!

ROWLES School Equipment



But why MEN over 45?

Our doctors still don't know why, but if you are a man over 45 you are six times as likely to develop lung cancer as a man of your age twenty years ago. They do know, however, that their chances of saving your life could be about ten times greater if they could only detect cancer long before you yourself notice any symptom. (Only 1 in every 20 lung cancers is being cured today, largely because most cases progress too far before detected.)

That's why we urge that you make a habit of having your chest X-rayed every six months, no matter how well you may feel. The alarming increase of lung cancer in men over 45 more than justifies such precautions. Far too many men die need-lessly!

Our new film "The Warning Shadow" will tell you what every man should know about lung cancer. To find where and when you can see this film, and to get life-saving facts about other forms of cancer, phone the American Cancer Society office nearest you or simply write to "Cancer"—in care of your local Post Office.

American Cancer Society

Your school, too, can afford the very best...

The years and years of dependable trouble-free service built into Newcomb products, together with their matchless facility for meeting all the varied requirements of sound equipment in education, make Newcomb by far your most economical choice. Approved by leading school authorities from coast to



Variable control of tempo and pitch

TR Models provide variable speed control for special applications of sound in teaching music, dancing, gym, language, etc.

FLOATING SOUND

Exclusive feature eliminates needle skipping due to jolts and jars of dancing feet.

MODEL TR-25AM: A versatile, 25 watt, 3 speed player for all records up to 17¼". Two 12" speakers. Inputs for 2 mikes, 1 phono with separate tone controls. An effective scratch suppressor. Magnetic pickup.

MODEL TR-16AM: 10 watt, 3 speed player, all records to 1714". 12" speaker. Inputs for 1 mike, 1 phona with separate volume. Magnetic pickup. Scratch suppressor.

MODEL TR-16A: Same as above with crystal pickup, no scratch suppressor. MODEL R-16: 5 watt, 3 speed player, combines light weight with ruggedness. All records to 17½". 10" speaker. Mike and phono inputs with separate volume. Crystal pickup.

MODEL R-12: 5 watt, high quality, 3 speed player. All records to 12". Oval 6" x 9" speaker. Crystal pickup.

MODEL RC-12: Same as above with changer.

MODEL B-100: AM radio with unbelievable tone. Extremely sensitive. Large built-in loop. Jack for use as a funer connected to P.A. system or for headphones. 6" speaker.

190% A.C. CONSTRUCTION

All models include power transformers for best performance and complete protection from shock hazard.

Write for catalog



NEWCOMB

December, 1953

Manufacturers' Catalogs_____

SE-509 Floor Trucks

Booklet 53-S. This catalog, of handy pocket size, illustrates 32 different types of trucks for easier and safer materials handling. The specifications and descriptions of these trucks, available in numerous standard sizes, include pertinent product data plus how-to-use-it information. NUTTING TRUCK AND CASTER Co., 1467 W. Division St., Faribault, Minn.

SE-510 Rubber Floor Care

Approved Maintenance Methods for Rub-

ber Floors. This folder lists information on approved methods of maintaining ruber floors. It contains detailed instructions on how to clean and wax rubber floors and includes lists of cleaners and waxes which have been tested and found to meet specifications set up by the Association. The Rubber Manufacturers Association, Inc., Rubber Flooring Div., 444 Madison Ave., New York 22, N. Y.

SE-511 Steam Traps

The new 12-page Bulletin No. 853 features Steam Traps equipped with bellows of bronze, monel or stainless, and bodies in bronze, semisteel and cast steel construction in sizes ½" to 2", for all pressures from vacuum to 300 lbs. Also included are recommended piping diagrams, typical applications, and tables and data covering

the selection of traps for various types of steam-using equipment. W. H. Nicholson & Co., 12 Oregon St., Wilkes-Barre, Pa.

SE-512 Milk Dispenser

A new single-page bulletin has just been released featuring the new Sani-Serve Milk Dispenser. The piece has drawings of the model T.T.10-52 and lists dimensions and a choice of other available models. This dispenser serves a cooler and better glass of refrigerated milk and replaces cases, bottles, and paper containers. All size gallon cans are available. John Wood Company, 509 Front Ave., St. Paul 3, Minn.

SE-513 Food Waste Disposer

Solve Your Garbage Problems. This two-page pamphlet, featuring the Model 1100 Food Waste Disposer, lists the features of this new model Made of aluminum alloy, it provides an immediate elimination of food waste and insures against food contamination due to garbage storage. It also helps in reducing handling costs and other expenses involved in the storage of garbage. Herlex Mfg. Co., 1442 W. Van Buren St., Chicago 7, Ill.

SE-514 Floor Resurfacer

This new folder describes Stonhard Stonfast, a floor repair material that quickly eliminates ruts and holes in floors and driveways without delaying traffic. Just fill in the holes, tamp or roll over and the job is done. Stonhard Stonfast is composed of special aggregates mixed with good adhesive and cohesive materials that will not break down. It bonds to concrete, brick, stone and asphalt, and is tough, resilient, resistant to cracking and compacts into smooth, hard patches. Stonhard Company, Dept. SF, 1306 Spring Garden St., Philadelphia 23, Pa.

SE-515 Tackboards, Chalkboards

Loxit-Tylac Kompo-Thrift. This six-page pamphlet illustrates in vivid color the Loxit line of chalkboards, tackboards and chalkboard trim. Specifications and dimensions of each are given with a display of various shades of green chalkboards and chalkboard trim. Full picture diagrams are featured. Loxit Systems, Inc. 1217 W. Washington Blvd., Chicago, Ill.

SE-516 Tornado Floor Machines

Series 70. This two-color, eight-page catalog displays the Breuer line of floor machines, listing all types for every floor maintenance job. The individual parts of the machine are described and the Tornado Floor Machine accessories are also illustrated. BREUER ELECTRIC MFG. Co., Chicago 40, Ill.

SE-517 Hydraulic Surface Grinders

The DoAll Company's new line of precision surface grinders for tool room and production grinding operations is described in a new, illustrated 20-page catalog. Among the models described is the new D6 Tool Room Surface Grinder and the D10 Model. The factors behind the reliability of the grinder feed controls and other features of these new grinders are explained in detail. A numerous array of attachments are also described. DoAll Company, Des Plaines, III.

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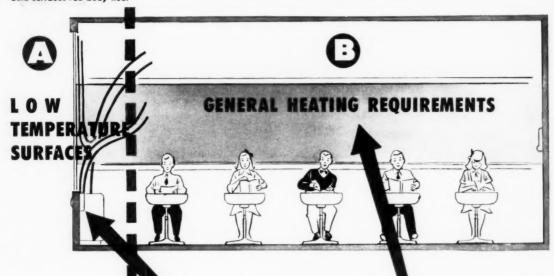
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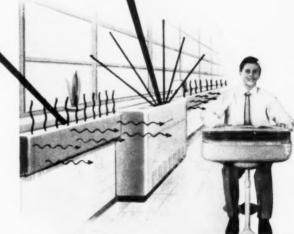
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